DOCUMENT RESUME

ED 098 615 24 CS 201 711

AUTHOR	Hess, Karen M.
TITLE	Basic Report for Targeted Communications; Teaching a Standard English to Speakers of Other Dialects.
INSTITUTION	Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-1-0243
PUB DATE	Mar 72
GRANT	OEG-0-71-3593
NOTE	520p.
EDRS PRICE	MF-$0.90 HC-$24.60 PLUS POSTAGE
DESCRIPTORS	Applied Linguistics; Bibliographies; *Dialect Studies; Elementary Secondary Education; English Instruction; Higher Education; Language Research; Linguistic Theory; *Nonstandard Dialects; *Regional Dialects; *Social Dialects; Teacher Education; Teaching Methods; *Tenl

ABSTRACT

Designed to interpret and synthesize the existing research and related information about dialects for those people who are involved in teaching a standard English to speakers of other dialects, the information in this report is based on an analysis and synthesis of over 1,250 articles and reports dealing with dialects and dialect learning. The content is divided into general descriptive materials on dialects; issues in dialect study; materials, methods, and existing programs; teacher preparation; and bibliographies. Among the specific dialects examined are regional, social, and nonstandard, including black dialects, Mexican-American and Puerto Rican dialects, and the American Indian, Appalachian, Chinese, and Hawaiian dialects. Two appendixes--a glossary and a report of the treatment of features of nonstandard usage in language arts textbooks--complete the report. (HOD)

ED 070815

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BASIC REPORT FOR TARGETED COMMUNICATIONS

Teaching a Standard English to Speakers of Other Dialects

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
CEMREL, Inc.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Karen M. Hess

CS 201 711

© CEMREL, Inc., March 1972

The project reported herein was performed pursuant to Grant no. OEG-0-71-3593 from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

INTRODUCTION

Much has been learned about dialects and about the problems involved in teaching a standard English to speakers of other dialects. Yet much of this information never reaches the people actually working with speakers of other dialects. One way to attack this problem is through a series of communications which will provide educationally and linguistically sound materials for those people who are directly involved in teaching a standard English to speakers of other dialects.

Targeted communications, in effect, are reports aimed at specified audiences, which will interpret and synthesize for these audiences the existing research and related information about dialects. A comprehensive summary of the literature reviewed is contained in this Basic Report for Targeted Communications. The information is based upon an analysis and synthesis of over 1250 articles and reports dealing with dialects and dialect learning. Much of the literature was scattered; much was contained in obscure, out-of-print, and generally unavailable sources. Much of it will need to be further summarized and reshaped for the specific audiences involved.

This Basic Report sets forth the major ideas, points of view, issues, materials and methods, and recommendations which were revealed by the comprehensive review of the literature. The content of the Basic Report is divided into the following sections:

1. General descriptive materials on dialects
2. Issues in dialect study
3. Materials, methods, and existing programs
4. Teacher preparation
5. Bibliographies

This document, then, serves as the base of information from which the targeted communications will draw their substance. Differences among target groups and their needs for information will dictate adaptions and changes of emphasis from this document. It is anticipated that no targeted communications will include all of the information contained in this report.

A glossary of the terms used in this report is found in Appendix A. The terms defined include: dialect, functional variety of usage, grammar, idiolect, language, lexicon, linguistics, morphology, nonstandard English, phonology, prestige dialect, regional dialect, social dialect, syntax, standard English, and usage.

Professors Betty Wallace Robinett, and Harold B. Allen, and John C. Maxwell provided invaluable assistance in preparing this Basic Report; however, any errors or omissions are solely the responsibility of the author. Acknowledgements are also due to the members of the panel which reviewed the materials:

A. Aanden
V. F. Allen
V. Anderson
B. Brown
R. Buttke
T. Crosgrove
E. Day
L. Duggan
A. Edstrom
V. Froysland
L. B. Ford
N. Greis
Sr. M. Hawkins
D. Holmgren
M. Hume
M. Imhoof
R. Jacobson
D. Kandler
R. B. Kaplan
N. Leavenworth
M. Lee
J. Lowery
B. Lyle
E. Mako
K. Mattran
B. McDonald
P. Nekola
G. Randall
B. Rieschl
E. Rogers
R. E. Shafer
C. Taylor
R. C. Troike
J. Wall
P. Warner

The CEMREL English staff, Barbara Long, Michael Linn, Patricia Olson, and Barbara Thornton, contributed numerous ideas and suggestions for revision. Jim Matison provided invaluable assistance in organizing Section Five of the Basic Report. A special thanks is due to Jackie Kottke, Secretary-Librarian, who obtained difficult to secure reports, did preliminary screening of indexes, and typed the entire manuscript.

TABLE OF CONTENTS

SECTION ONE--General Descriptive Studies and Reports on American Dialects--What is Known About Dialects

		Page
Chapter One	General Concepts Regarding Dialects	2
Chapter Two	Specific Areas of Dialect Study	11
	1. Regional, social, and nonstandard dialects	12
	2. Black dialects	28
	3. Mexican-American and Puerto Rican dialects	43
	4. Other: Indian, Appalachian, Chinese, Hawaiian	51
Chapter Three	Field Work Techniques	58
Chapter Four	Language Development	67
Chapter Five	Bilingualism	78
	ANNOTATED BIBLIOGRAPHY FOR SECTION ONE	84

SECTION TWO--Issues in Dialect Study

Chapter Six	Issues: Descriptions of Standard and Nonstandard Dialect	93
	Issue One: What is Standard English?	93
	Issue Two: What is Nonstandard English?	94
	a. Are nonstandard dialects different or deficient?	95
	b. Are the differences surface or deep structure?	98
	c. Is there a Black dialect?	99
Chapter Seven	Issues: Is Learning a Standard English Important?	106
	Issue Three: Should students be taught a standard English?	106
	a. Is there value in learning a standard English?	
	b. Should students be taught a standard English?	
	c. Can students be taught a standard English?	
Chapter Eight	Issues: When and How Should Students be Taught a Standard English?	126
	Issue Four: How should students be taught?	126
	Issue Five: When should students be taught?	128
	ANNOTATED BIBLIOGRAPHY FOR SECTION TWO	135

SECTION THREE--Implementation in the Classroom

		Page
Chapter Nine	Methods	144
	1. Language Enrichment	145
	2. TESOL Methods	146
	3. Oral Methods	150
	4. Pattern Practice Drills	152
	5. Other Approaches	154
	a. Language laboratories	154
	b. Language masters	154
	c. Tapes	155
	d. Role playing	155
	e. Dialogues	156
	f. Drama	156
	g. Speech	156
	h. Games	157
	i. Creative Writing	157
Chapter Ten	Promising Materials	171
	1. Elementary Materials	175
	2. Secondary Materials	185
	3. Guidelines for Selection of Materials	198
Chapter Eleven	Promising Programs in Dialect Augmentation	201
	1. General	201
	2. Elementary	205
	3. Secondary and College	212
Chapter Twelve	The Influence of Nonstandard Dialect on Composition and Reading	216
	1 Composition	216
	2. Spelling	217
	3. Reading	219
Chapter Thirteen	Motivation	230
	ANNOTATED BIBLIOGRAPHY FOR SECTION THREE	236

SECTION FOUR--Teacher Preparation

Chapter Fourteen	Past and Present Teacher Preparation Programs	245
Chapter Fifteen	Ideal Teacher Preparation	252
Chapter Sixteen	Materials and Programs for Teacher Preparation	261
	1. Inservice	263
	2. Preservice	264
	3. Samples of materials	266
	ANNOTATED BIBLIOGRAPHY FOR SECTION FOUR	279

SECTION FIVE--Bibliographies

Page

Annotated bibliography of recommended sources on dialects 285

Bibliography: Dialects and Dialect Learning 299

Bibliography of Bibliographies on Dialect and Dialect Learning 392

Individual Bibliographies 395

Specialized Bibliographies

Cultural Dialects
1. Appalachian dialects 397
2. Black dialects 398
3. Hawaiian dialects 413
4. Indian dialects 414
5. Spanish dialects 417

Regional Dialects
1. East 424
2. Midwest 427
3. South 430
4. Southwest 432
5. West 434

Materials and Methods
1. Elementary 435
2. Secondary 445
3. Foreign Language Methods 455

Current Programs 460

Language Acquisition and Development 465

Dialect and Reading 478

Sociolinguistics and Psycholinguistics 485

APPENDIX A 497

APPENDIX B 500

SECTION ONE

WHAT IS KNOWN ABOUT DIALECTS--GENERAL INFORMATION

CHAPTER ONE--GENERAL CONCEPTS ABOUT DIALECTS

EVERYONE SPEAKS A DIALECT. A dialect is simply a variety of language. The dialect a person speaks is influenced by his age, sex, education, occupation, avocation, social class, regional and ethnic background, and by the social situations in which he usually operates. The complex interaction of all these factors produces the individual's unique way of speaking, his idiolect. The language a person chooses to use may also vary depending on the style employed; a cogent description of the functional varieties which currently exist in American English is given in The Five Clocks (21). Fortunately, although no two people speak in exactly the same way, communication is possible through the sharing of more-or-less conventional phonological, lexical, and grammatical systems in the language.

As Roger Abrahams has stated: "Every language, from the social point of view, is made up of a number of varieties, each designating and symbolizing membership in one segment of the speaking community" (1). In Discovering American Dialects, Roger Shuy gives the historical basis for dialects and discusses the three basic ways in which language may show variety: phonology, lexicon, and syntax (34).

The changes which American English dialects have undergone through time are clearly illustrated by the record Our Changing Language which devotes all of Side One to examples of historical dialects (29).

SOME SPOKEN DIALECTS HAVE PREFERRED SOCIAL STATUS AND ARE CALLED "STANDARD" ENGLISH DIALECTS. One variety of language invariably becomes the standard in all countries (6). The phonological, lexical, and grammatical patterns which are accepted and used by the majority of the educated English speaking people in the United States form a series of regionally standard American English dialects. As Virginia French Allen has stated: "Standard English may be defined as what the majority of educated speakers habitually use" (2).

It must be recognized that "standard" English in any absolute sense is a myth. As noted, in the United States there exist a number of regionally standard dialects. Standard English must be viewed as being comprised of a broad spectrum of usages and pronunciations, subject to change according to circumstance and over time. Ravin McDavid clearly refutes the mystical standard devoid of all regional associations (26). He urges us to remember that a standard dialect is not an ideal of which the non-standard varieties are degenerate versions. Nor is the standard dialect necessarily a monolithic entity--in the United States there are many varieties of standard American English reflecting the divisions of cultural history (28). In spite of this diversity, there is one area of language variation which does seem to approach a national standard. The major features of standard English grammar are, by and large, agreed upon (30). Robert Politzer feels that the safest and most defensible guideline for establishing minimum requirements for a standard English is furnished by the grammatical criterion: a pronunciation must be considered nonstandard if it interferes with the possibility of using standard grammar (30).

NONSTANDARD DIALECTS ARE NOT INFERIOR TO STANDARD DIALECTS. Nonstandard dialects are simply dialects which differ from the standard. It is well-documented that many people do not speak any of the varieties of standard English. Those who do not are said to speak a nonstandard (not a sub-standard) dialect. It is not thought wise or useful to speak of "sub-standard" dialects since the phrase is mildly insulting and implies a deficiency of sorts in nonstandard dialects which modern linguistic studies do not support. Frequently those who speak a nonstandard dialect are the economically disadvantaged and those from minority groups. The historical base for much of our nonstandard dialects has been described by Virginia French Allen (2). A more complete description of the characteristics of nonstandard dialects will be presented later in this section.

Some statements about nonstandard dialects include completely false information. A good example of this can be found in a statement describing dialects as: "Abnormal speech patterns characterized by oral aberrations such as phonemic and subphonemic replacements, segmental phonemes, phonemic distortions, defective syntax, misarticulations, limited and poor vocabulary and faulty phonology. These variables exist commonly in unsystematic multifarious combinations" (18).

ALL DIALECTS--STANDARD AND NONSTANDARD--ARE SYSTEMATIC AND LOGICAL. William Labov has noted that "American education has always considered the nonstandard or sub-standard form of speech used by children to be an imperfect copy of standard English. The defects of this approach have now become a matter of urgent concern in the face of the tremendous educational problems of the urban ghettos" (22). The misconceptions about dialects need to be dispelled: "A divergent dialect represents a system of its own and is not simply an accumulation of mistakes" (32). Roger Shuy states: "Nonstandard dialect is a systematic, not a deficient form of English. Teachers need to be disencumbered of notions about non-verbal children and right-wrong attitudes towards language production" (35).

Linguists and educators including Roger Abrahams, Beryl Bailey, Joan Baratz, Irwin Feigenbaum, Ralph Fasold, William Labov, Raven McDavid, Ralph Robinett, Roger Shuy, William Stewart and Walter Wolfram all concur that every dialect is a highly structured (1), (7), consistent (1), patterned (3), well-ordered (7), (42), (43), (44), systematic (4), (5), (11), (15), (24), (26), (42), (43), (44), highly developed (7) language system. It is "a basic linguistic axiom that language is systematic and ordered" (43), and the basic assumption can be drawn that "nonstandard dialects differ systematically from standard English" (11).

Not only are nonstandard dialects systematic, they are also logical (15), (38), (41); they are valid systems with their own rules (5). As Labov has stated: "The traditional view of nonstandard English held by many public school teachers is that it is an illogical form of speech; that when children are taught the standard forms they are also being taught to think logically" (23). This simply is not true; "all languages are capable of conceptualization and expressing logical operations" (42).

ALL DIALECTS ARE ADEQUATE FOR COMMUNICATION. Because each dialect is a "self-contained system inherently neither superior nor deficient" (42), a second premise of the linguist is that "all language systems are adequate for communication" (42), (43). As Baratz noted: "No language is structurally better than any other" (7). Just as all natural languages are adequate, so, each dialect of English is adequate (1), (12), (22), (26), (42), (43).

ALL DIALECTS MUST BE RESPECTED AND ACCEPTED. Since each dialect is systematic, logical and adequate for communication, teachers should accept and respect the dialect the child brings to school, as is indicated by Kenneth Johnson: "Language programs in inner city schools should be built on the language the child brings to school" (19), (20). In a similar suggestion Dorothy Strickland states: "The school, and particularly the teacher of language arts, must accept the language which the learner brings to school. It is doubtful that these children will accept the language of the school if the school does not accept their language. Teachers must refrain from referring to students' speech as careless or wrong...Language programs must be based on the language the child brings to school" (40). Other noted experts who emphasize acceptance and respect for the dialect of the child include Beryl Bailey (4), Joan Baratz (8), Charlotte Brooks (10), Muriel Crosby (13), Karl Dykema (14), Mary Galvan and Rudolf Troike (16), Mildred Gladney and Lloyd Leaverton (17), Jean Malmstrom (25), William Raspberry (31), James Sledd (36), (37), and William Stewart (38), (39). Most of these individuals stress the overriding importance of attitudes toward language acceptance and respect for language variety.

SUMMARY

Several basic concepts about language have been set forth in this first chapter: (1) Everyone speaks a dialect; (2) some spoken dialects have preferred social status and are called "standard" English dialects; (3) nonstandard dialects are not inferior to standard dialects; (4) all dialects--standard and nonstandard--are systematic and logical; (5) all dialects are adequate for communication; and (6) all dialects must be respected and accepted. These basic concepts should be kept clearly in mind throughout this Basic Report.

REFERENCES-GENERAL CONCEPTS ABOUT DIALECTS AND DIALECT LEARNING.

* 1. Abrahams, R. D. The advantages of black English. Florida FL Reporter, 1970, Spring/Fall, 27-30, & 51.

* 2. Allen, V. F. Teaching standard English as a second dialect. Florida FL Reporter, 1969, 7(1), 123-129, & 164.

3. Bailey, B. L. Language and learning styles of minority group children in the United States. Paper presented at the American Educational Research Association Annual Convention, 1968.

4. Bailey, B. L. Social dialects and the teaching of English. In English for the Junior High Years. Urbana: NCTE, 1969, 79-92.

5. Bailey, B. L. Some aspects of linguistics on language teaching in disadvantaged communities. Elementary English, 1968, 45, 570-579.

6. Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

* 7. Baratz, J. C. Language and cognitive assessment of Negro children - assumptions and research needs. American Speech and Hearing Association, March 1969, 2(8).

8. Baratz, S., & Baratz, J. C. Negro ghetto children and urban education: A cultural solution. _Florida FL Reporter_, 1969, _7_(1), 13-14, & 151.

9. Bolinger, D. _Aspects of language_. New York: Harcourt, Brace and World, 1968.

10. Brooks, C. E. Motivating students for second-language and second-dialect learning. Paper presented at the Third Annual TESOL Convention, Chicago, March, 1969.

11. Carroll,W. S., & Feigenbaum, I. Teaching a second dialect and some implications for TESOL. _TESOL Quarterly_, September, 1967, 31-39. Also in ERIC: Ed 015 479.

12. Cromack, R. E. The functional nature of social dialects: Social change and the teaching of black English. _The English Record_, April, 1971, 74-82.

13. Crosby, M. English: New dimensions and new demands. _Elementary English_, 1966, _43_, 327-332.

14. Dykema, K. W. Some consequences of our attitudes toward language. In R. F. Hogan (Ed.), _The English language in the school program_. Urbana: NCTE, 1966.

15. Fasold, R. W. What can an English teacher do about nonstandard dialect? _The English Record_, April, 1971, 82-91.

*16. Galvan, M. M., & Troike, R. C. The east Texas dialect project: A pattern for education. _Florida FL Reporter_, 1969, _7_(1), 29-31, & 152-153.

*17. Gladney, M. R., & Leaverton, L. A model for teaching standard English to non-standard English speakers. Available from ERIC: ED 016 232.

18. Hurst, C. G. Psychological correlates in dialectolalia. Cooperative Research Project no. 2610. Washington, D. C.: U. S. Office of Education, 1965.

19. Johnson, K. Inner city dialect defended by expert. _The Milwaukee Journal_, Sunday, March 23, 1969.

*20. Johnson, K. Nonstandard Negro dialect-effects on learning. Chicago: Instructional Dynamics Inc., 1971. (Series of five tapes.) .

21. Joos, M. _The five clocks: A linguistic excursion into the five styles of English usage_. New York: Harcourt, Brace and World, 1967.

22. Labov, W. The logic of non-standard English. _Florida FL Reporter_, 1969, _7_(1), 60-75, & 169.

*23. Labov, W. _The study of non-standard English_. Urbana: NCTE, 1970. Also in ERIC: ED 024 053.

24. Light, R. L. Syntactic structures in a corpus of non-standard English. *Dissertation Abstracts International*, 1970, *30*, 4438A.

25. Malmstrom, J. Love me or leave me but don't waste the time: Dialects in today's schools. *The English Record*, April, 1971, 102-108.

*26. McDavid, R. I., Jr. Sense and nonsense about American dialects. Pacific Modern Language Association, May, 1966, 7-17.

27. McDavid, R. I., Jr. A theory of dialect. In J. Alatis, (Ed.), Monograph series on languages and linguistics, *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D.C.: Georgetown University Press, 1970.

28. McDavid, R. I., Jr. Variations in standard American English. In A. L. Davis (Ed.), *On the dialects of children*, Urbana: NCTE, 1968. Also in *Elementary English*, 1968, *45*(5).

29. *Our changing language*. (Record), New York: McGraw-Hill.

*30. Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December, 1968, Stanford Center for R and D in Teaching, Stanford Univ., Stanford, California.

31. Raspberry, W. Should ghettoese be accepted? *Today's Education*, April, 1970, 30-31, & 61-62.

32. Robinett, R. F. Reading and the oral approach at the secondary level. *TESOL Quarterly*, 1968, *2*(4). Also in ERIC: ED 029 301.

33. Shuy, R. W. Detroit speech: Careless, awkward, and inconsistent, or systematic, graceful and regular? Urbana: NCTE, 1968. Also in ERIC: ED 022 155.

*34. Shuy, R. W. *Discovering American dialects*. Urbana: NCTE, 1967.

35. Shuy, R. W. The relevance of sociolinguistics for language teaching. TESOL Quarterly, 1969, *3*(1), 13-22.

36. Sledd, J. Bi-dialectalism: The linguistics of white supremacy. *English Journal*, 1969, *58*(9), 1307-1315.

37. Sledd, J. On not teaching English usage. *English Journal*, November, 1965.

38. Stewart, W. A. Language teaching problems in Appalachia. *Florida FL Reporter*, 1969, *7*(1), 58-59, & 161.

39. Stewart, W. A. Sociolinguistic factors in the history of American Negro dialects. *Florida FL Reporter*, 1967, *5*(2), 1-4.

40. Strickland, D. S. Black is beautiful vs. White is right. Paper presented at the NCTE convention, Atlanta, 1970.

41. Taylor, O. L. An introduction to the historical development of black English: Some implications for American education. Washington, D. C.: Center for Applied Linguistics, 1969.

42. Wolfram, W. A. The nature of nonstandard dialect divergence. _Elementary English_, 1970, _47_, 739-748.

43. Wolfram, W. A. Social dialects from a linguistic perspective: Assumptions, current research, and future directions. Paper presented at the Center for Applied Linguistics Conference on Approaches to Social Dialects, Washington, D. C., 1969. Also in ERIC: ED 032 535.

44. Wolfram, W. A. Sociolinguistic perspectives on the speech of the "disadvantaged." Paper presented at meeting of the Speech Association of the Eastern States, New York, 1969. Also in ERIC: ED 029 280.

* See annotated bibliography following Section One.

CHAPTER TWO--GENERAL AREAS OF DIALECT STUDY

DESCRIPTIVE DIALECT STUDIES

Linguistic Analysis -- Descriptive studies analyze the language used in terms of the specific elements of the language which show variation--phonology, lexicon, and grammar. Most of the research reported in this Basic Report concentrates on the phonological or grammatical aspect of dialect.

Three over-lapping aspects of descriptive dialect studies -- Descriptive dialect studies have been conducted on three aspects of dialect: Regional, cultural, and social. Obviously, these aspects are interrelated. The artificial distinctions drawn among the three aspects of dialect are made for ease of discussion. The interrelation may be seen in the contrastive studies of standard and nonstandard English which have been conducted. As previously noted, most of the studies indicate that the nonstandard dialects are well-ordered, highly structured, highly developed language systems. Descriptions of some of the distinct linguistic features of the specific dialects have been written in an attempt to provide accurate and useful information for educational programs. A cautionary note: The descriptions are not yet complete. Further investigation is needed; and since language is dynamic and constantly changing, it is doubtful if it is strictly possible for the descriptions ever to be "complete."

REGIONAL DIALECT STUDIES

The study of regional dialects has been going on for several decades and is perhaps the language variation about which there is the least controversy. These studies show that often what is nonstandard in one part of the country is standard in another region. The most comprehensive field studies of regional varieties in language are the linguistic atlases which have focused principally on phonology and lexicon (2), (3). The Dictionary of American Regional English, concentrates on lexicon rather than on phonology (11).

Several general descriptions of regional dialects are currently available. Furbee's The Study of Dialects (23), Allen and Underwood's Readings in American Dialectology, Part One (4), and Reed's Dialects of American English (49), offer sound general information about regional dialects. Tapes such as American Speech Dialects (5), or records such as Americans Speaking offer samples of the speech used in different regions of the United States (6).

Materials which describe regional variations have also been developed for use in the classroom. Roger Shuy's Discovering American Dialects is one such material (51). Teachers may wish to begin dialect study by focusing on regional variations since there is not such a highly emotional aura surrounding regional speech variations.

Since regional variation evidenced in the dialect spoken does not carry significant social stigma, further elaboration of regional dialects is not included in this Basic Report. Section Five contains regional dialect bibliographies for those who wish to read more extensively on this topic. It should be noted that some feel geographic research procedures should be abandoned since geography is of no major importance in the social acceptance of the language spoken (17). In reality, regional and social variation often become so intermingled that it is difficult, if not impossible, to separate the two. Raven McDavid treats the differences between regional and social dialects and then provides some information as to the ways by which a regional dialect becomes a social one. He recommends discarding the term "dialect" altogether in dealing with varieties of American English and proposes that we confine ourselves to a discussion of regional and social variations, accepting a pluralism of standards and styles (44).

SOCIAL DIALECTS

Social dialects are sometimes defined as "the nonstandard dialects of English such as those spoken primarily by Negroes and other minority groups in the United States" (8). While emphasis on the study of social dialects is of more recent origin than the study of regional dialects, the increasing concern for the social aspects of dialects has over-shadowed the earlier emphasis on regional language variation (2). The majority of social dialect studies concentrated on lower socio-economic groups. Understandably these studies have focused on the economically disadvantaged speakers from minority cultures.

Sociolinguistics -- Descriptive sociolinguistics seeks to provide an answer to the question: "Who speaks (or writes) what language (or language variety) to whom, when, and to what end?" (22).

Context is of great importance to the sociolinguist (51). As Abrahams

BEST COPY AVAILABLE

has noted, "What is needed is a framework in which the larger patterns of communication may be analyzed, a framework which will not only bear on linguistic differences but also on the differences in the entire system of speaking behavior" (1). He cites as an illustration: "Black English is not just a linguistic system; it is the expressive system of Black culture" (1). Erickson also stresses the importance of context. He suggests that the shared context phenomena, together with social class, is a major determinant of the language style used, and must be taken into account when examining social class dialects to avoid insidious comparisons (19).

Of great importance to the study of social dialects is the linguistic variable (described by Labov), which is a structural unit whereby isolated phonological variables are associated with social, stylistic, ethnic, and individual factors. Quantitative indexes can be constructed for the linguistic variable (30). As Wolfram explains: "The linguistic variable may be viewed as a function of its correlation with extra-linguistic variables (socio-economic class, sex, age, contextual style, and racial isolation) or independent linguistic variables (linear environment and syntactic construction)" (61). His highly technical article "Sociolinguistic Factors in Speech Identification" describes in detail the variables of status, sex, age, racial isolation, and style as they relate to language variety (63). Wolfram stresses that an adequate understanding of sociolinguistic variation must include a description of the effects of the independent linguistic constraints on variability (59). He found a pattern of sex differentiation with females using more standard forms than males; a pattern of age differentiation with adults tending to use socially stigmatized variants less than pre-adolescents and teen-agers. He also found that grammatical differences more discretely differentiate social class than phonological differences (59). He states: "Grammatical features are considerably more stigmatized than phonological ones, at least in American society" (62). This was also found to be true in a survey conducted by the Upper Midwest Regional Educational Laboratory in 1970. Baratz and Wolfram identified several of the sociolinguistic factors used in speech identification (55). One of the significant findings of their investigation has been that: "Social class is the single most important factor accounting for speech differences" (59).

The linguistic variable employed in social dialect studies is one indication of the objectivity employed in studying social dialects. The sociolinguist employs a relativistic viewpoint which emphasizes the fully systematic, but different nature of nonstandard dialects (65).

McDavid discusses five variables which influence language: Maturity, responsibility, vogue, associations, and attitudes. There is also a difference in language based upon the medium of communication used. The speaker has some choice over these five variables. There are three other variables, however, over which the speaker has no choice: Historical, territorial, and social class (44).

Social Dialect Studies--Several social dialect studies have been conducted. One of the most comprehensive and significant of these studies is William Labov's, The Social Stratification of English in New York City (32). In this study Labov systematically accounts for linguistic variation. This study is a landmark for those wishing to investigate social dialects in

BEST COPY AVAILABLE

that it clearly describes the approach, the isolation of contextual styles, interviewing techniques, and subjective evaluation of the variables. By studying linguistic behavior in its social context, Labov has shown that the apparently inconsistent structure of New York City English is explicable in terms of certain social and stylistic norms (32).

Other investigations which have been conducted in urban social settings include Pederson's study of speech in Chicago (47), Shuy's study of speech in Detroit (50), (54), Dillard and Stewart's study of speech in Washington, D. C. and Dunlap's study in Atlanta (44), Cohen's study in New York City (13), Anderson's study in Baltimore (22), and Wolfram's study in Detroit (59), (62).

Findings of the investigations--The findings of these investigations indicate that social variations in language do exist and that certain features can be identified. Progress is being made in identifying socially significant nonstandard features which can form the basis for designing teaching materials (53). Labov, for example, discusses the regular structure of social and stylistic stratification and Shuy has found that the major linguistic differences across social class are not a matter of the presence versus the absense of a feature as much as the relative frequencies of their distribution (52). Walter Wolfram has described four phonological and four grammatical variables (59). He reiterates that grammatical features are more important than phonological features (59). Standard English as a Second Dialect gives a compilation of data dealing with the phonology and morphology of nonstandard dialects (57). Robert Pooley has listed twenty-five nonstandard

BEST COPY AVAILABLE

features which should be avoided in speech (48), and Roger Shuy, likewise, presents a description of some of the more crucial nonstandard features (52).

A sample of some earlier attempts at describing critical nonstandard features provides some insight into what most linguists have found to be common features in "nonstandard" English.

1. The pamphlet Nonstandard Dialect, published by the Board of Education of New York City and the National Council of Teachers of English, includes a list of features used by many nonstandard speakers. The content of instruction outlines the important features as: Verb usage, noun forms, pronouns, adjectives and adverbs, sentence patterns and double negatives, articulation and pronunciation problems (45).
2. Garvey and McFarlane found that some similar features were present for almost all nonstandard speakers: Past tense verb, plural verb, possessive noun, copula, reflective pronouns, demonstrative pronouns, third person singular verb, embedded questions with "if" possessive pronoun, clause introducer, negated auxiliary verb, embedded questions with "whether" negative concord (25).
3. Walter Loban, in Problems in Oral English (for grades K-9), establishes some of the most crucial and frequent oral language difficulties. His categories include:

A. Verb:
    Lack of agreement of subject and verb, third person singular.
    Lack of agreement of subject and verb for all forms except the third person singular.
    Lack of agreement of subject and verb while using forms of the verb to be.
    Omission of the verb to be.
    Omission of auxiliary verbs.
    Nonstandard use of verb forms.
    Inconsistency in the use of tense.

B. Pronoun:	Nonstandard use of pronouns.
	Use of *that* instead of *who* as a relative pronoun referring to persons.
	Confusing use of pronouns.
C. Syntax:	Ambiguous placement of a word, phrase, or clause.
	Awkward arrangement or incoherence.
	Omission (except of auxiliary verbs).
	Unnecessary repetition.
D. Other:	Nonstandard connection (preposition).
	Nonstandard connection (conjunction).
	Nonstandard modification (adjectivial).
	Nonstandard modification (adverbial).
	Nonstandard use of noun forms.
	Double negatives.
	Nonstandard use of possesives (37).

4. McDavid's "Checklist of Significant Features for Discriminating Social Dialects" includes the following features which: "Are diagnostic everywhere, though not all of them occur in every situation where differences in social dialects are important:"

Pronunciation	1.	No distinction between /θ/ and /t/, /f/, /s/.
	2.	Failure to make the similar distinction between /ð/, and /d/, /v/, /z/.
	3.	Failure to make the distinction between the vowels of *bird* and *Boyd*, *curl* and *coil*.
	4.	A statistically disproportionate front-shifting of the primary stress.
	5.	Omission of a weak stressed syllable preceding the primary stress.
	6.	Heavy stress on what is a weak stressed final syllable.
Inflection-Noun	7.	Lack of the noun plural.
	8.	Lack of the noun genitive.
Pronoun	9.	Analogizing of the /-n/ of *mine* to other absolute genitives.
	10.	Analogizing of the compound reflexives.
Demonstratives	11.	Substitution of *them* for *those*.
	12.	Compound demonstratives.
Adjectives	13.	Analogizing of inflected comparisons.
	14.	Double comparisons.
Verbs	15.	Unorthodox person-number concord of the present of *to be*.
	16.	Unorthodox person-number concord of the past of *be*.
	17.	Failure to maintain person-number concord of the present indicative of other verbs.
	18.	Omission of the /iŋ/ of the present participle.

19. Omission of /-t/,/-d/,/-əd/. of the past tense.
20. Omission of /-t/,/-d/,-/əd/, of the past participle.
21. Omission of the verb to be in statements before a predicate nominative.
22. Omission of to be in statements before adjectives.
23. Omission of to be in statements before present participles.
24. Omission of to be in statements before past participle.
25. Omission of the /-s/,/-z/,/-əz/, reflex of has before been in statements.
26. Substitution of been, done, or done been for have, especially with a third person singular subject (40).

In the majority of the studies investigated, it was reported that verb usage was the most frequent grammatical variation from standard English.

In spite of the emphasis on the importance of grammatical variation, a few studies suggest that the greatest cause of communication difficulty is in the lexicon, or in the semantics of sentences. Kaplan, for example, says that phonologic and syntactic variations are not significant in number, are not racially identified, and are not major impediments to communication. He suggests they are merely surface manifestations of deeper separations at the cognitive level. He concludes: "It may be that the significant differences between 'standard' and 'nonstandard' dialect lie in the area of cognition rather than in the areas of phonology or syntax" (28).

Other lists of features for specific cultural groups will be discussed later in this chapter.

Judgments based on language--The research shows that social dialect differences do exist, and that people do make social judgments based on language used (9). In a study done by Bouchard it was predicted and confirmed that certain spoken dialects would elicit stereotypes. Middle-class white speakers were judged significantly higher than the lower-class Negro speakers by judges ages ten and eleven. The conclusion drawn was that children of these ages were indeed aware of the social significance of language differences (9).

It appears to be true that "language is one of the most reliable of class indicators" (14). Cohen, for example, found a strong difference between the relative prestige of various speech forms as judged by White and Negro listeners (13). Dillard stated that all (100%) of dialect variation could be accounted for in terms of social factors (17). Labov, too, has found that linguistic behavior is closely correlated with productive indicators of Socio Economic Status (SES) (27). He states that language is the most accurate single criterion of social class (32). Shuy also deals with the issue of social markedness. He found that the lower the socio-economic status, the more accurate the identification. He indicated that the most outstanding fact in differentiation of social dialects in Detroit was the presence of "stigmatized" grammatical and phonological features in the speech of the lower SES groups whereas the speech of the middle SES group was socially unmarked (52). In attempting to describe social dialect differences some individuals use the term "acrolect" to indicate the high prestige dialect and "basilect" to indicate the low prestige dialect (38).

Cautions--In spite of the fact that social dialect differences do exist, and in spite of the fact that people do make judgments about other people based on the language they use, there are certain cautions one should consider. Language is a form of social behavior. Teachers who attempt to change a student's language patterns should not lose sight of the social and psychological implications of the task (35). The relative importance of a standard English is still considered to be an open issue by many individuals, as will be discussed in Section Two of this Basic Report. Some state that the "barrier postulate," i.e. the barriers imposed by the language used by nonstandard speakers, is not justified. They argue that content is more important than dialect and that dialect modification should give way to communication training, for it is within the framework of the entire communication act that the real differences lie (34). Some say that standard English should be a socially neutral code of linguistic behavior. We can no longer claim to be the melting pot but must change to a culturally and linguistically pluralistic society (27). The problem of attitudes toward intricate and unique language systems is one of the largest problems faced in the study of nonstandard dialects (65).

Recommended references on sociolinguistics--Since an understanding of the linguistic and sociolinguistic premises about the nature of nonstandard dialects will serve as a good basis for teaching, it is expedient at this point to cite some of the more useful general reference works in this area. The first section of Davis' Language Resource Information includes general linguistic background needed by the teacher. The second section deals with social dialects and includes information about phonetics, phonemics and suprasegmentals, progressing from the most simple to the more complex. Study of the most troublesome areas of grammar precedes a list of phonological, morphological features found to be nearly universally associated with lower-class or nonstandard English (15). Labov's The Study of Nonstandard English dispels many false notions about nonstandard and social dialects and includes basic linguistic information teachers should have (33). Allen and Underwood's Readings in American Dialectology, Part Two, (4) contains information on social dialects as do the two texts by Fishman, Readings in the Sociology of Language (21), a comprehensive text, and Sociolinguistics which covers academic and descriptive sociolinguistics (22). Hyme's The Ethnography of Speaking is a programmatic discussion of sociolinguistics (26). McDavid's American Social Dialects includes a summary of the history of dialects (39). "Dialect Differences and Social Differences in an Urban Society" (42) approaches the harmful attitudes many people hold about dialects, and "Sense and Nonsense about American Dialects" (4) dispells many false notions about dialect. Wolfram's "Social Dialects from a Linguistic Perspective: Assumptions, Current Research, and Future Directions" (60), and his "Sociolinguistic Perspectives on the Speech of the Disadvantaged" (64) provide good general background in sociolinguistics.

REFERENCES--REGIONAL, SOCIAL AND NONSTANDARD DIALECTS

* 1. Abrahams, R. D. The advantages of black English. Florida FL Reporter, 1970, Spring/Fall, 27-30, & 51.

2. Allen, H. B. Expanding frontiers in dialect study. Paper presented at the Annual Convention of NCTE, Honolulu, 1967.

3. Allen, H. B. The linguistic atlases: Our new resource. In H. B. Allen (Ed.), Readings in applied linguistics. New York: Appleton, Century, Crofts, 1964, 212-219.

* 4. Allen, H. B., & Underwood, G. N. (Eds.) Readings in American dialectology, New York: Appleton, Century, Crofts, 1971.

* 5. American speech dialects. Resource Center, Division of Instructional Media, Texas Education Agency. (Tape).

6. Americans speaking. NCTE. (Record).

7. Anderson, E. A. A grammatical overview of Baltimore non-standard Negro English. Report no. 66, May 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University.

8. Bailey, B. L. Social dialects and the teaching of English. In English for the junior high years. Urbana: NCTE, 1969, 79-92.

9. Bouchard, E. L. Psycholinguistic attitude study. Included in Studies in language and language behavior, Progress Report no. 8, February, 1969, Center for Research on Language and Language Behavior, Michigan Univ., Ann Arbor.

10. Bright, W. (Ed.) Sociolinguistics: Proceedings of the UCLA sociolinguistics conference, 1964. The Hague: Mouton and Co., 1966.

11. Cassidy, F. G. American regionalisms in the classroom. English Journal, 1968, 57(3). 375-379.

12. Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Report, 1966, Harvard Research and Development Center on Educational Differences, Cambridge, Massachusetts.

13. Cohen, P. S., Labov, W., & Robins, C. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City--an outline of research results. Project Literacy Reports no. 7, September, 1966, Cornell University, Ithaca, New York, 13-17.

14. Davis, A. L. Why make them talk alike? In R. D. Crisp (Ed.) Issues in the preparation of teachers of English. Papers presented at the fifth conference on English education, University of Georgia, 1967, Athens, Georgia.

15. Davis, A. L. et al. Language resource information for teachers of the culturally disadvantaged. Final report, April, 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

BEST COPY AVAILABLE

16. DeCamp, D. Is a sociolinguistic theory possible? In J. E. Alatis (Ed.) Monograph series on languages and linguistics, no. 22, 1969, Georgetown University, Georgetown.

17. Dillard, J. L. The dare-ing old men on their flying isoglosses or, dialectology and dialect geography. Florida FL Reporter, 1969, 7(2).

18. Entwisle, D. & Greenberger, E. Differences in the language of Negro and white grade school children. Available from ERIC: ED 019 676.

19. Erickson, F. D. Discussion behavior in the black ghetto and in white suburbia: A comparison of language style and inquiry style. Dissertation Abstracts International, 1970, 30, 2750A.

20. Ervin-Tripp, S. Sociolinguistics. Report no. 3, November 1967, California University, Language Behavior Research Laboratory, Berkeley. Also in ERIC: ED 019 656.

21. Fishman, J. A. (Ed.) Readings in the sociology of language. The Hague: Mouton, 1968.

22. Fishman, J. A. Sociolinguistics. Florida FL Reporter, 1970, 8(1 & 2), 40-42.

23. Furbee, N. L. The study of dialects. In A. L. Davis (Ed.) American dialects for English teachers. Urbana: ISCPET, May, 1969.

24. Galvan, M. Speech given to the meeting of Trainers of Teacher Trainers, July 19, 1970, Minneapolis.

25. Garvey, C. & McFarlane, P. T. A preliminary study of standard English speech patterns in the Baltimore city public schools. Report no. 16, March, 1968, Johns Hopkins University.

26. Hymes, D. The ethnography of speaking. In T. Gladwin & W. Sturtevant, (Eds.) Anthropology and human behavior, Washington, D. C.: Anthropological Society of Washington, 1962, 15-53.

27. Jacobsen, R. Cultural linguistic pluralism. Unpublished paper. State University of New York, Cortave.

28. Kaplan, R. B. On a note of protest (in a minor key): Bidialectism vs. bidialectalism. College English, 1969, 30(5), 386-389.

29. Labov, W. The effect of social mobility on linguistic behavior. Sociological Inquiry, 1966, 36(2), 186-203.

30. Labov, W. The linguistic variable as a structural unit. Washington Linguistics Review, 1966, 3. Also in ERIC: ED 010 871.

31. Labov, W. Phonological correlates of social stratification. American Anthropologist, December, 1964, 164-176.

32. Labov, W. The social stratification of English in New York City. Washington, D. C.: Center for Applied Linguistics, 1966.

*33. Labov, W. The study of non-standard English. Washington, D.C.: Center for Applied Linguistics, January 1969.

34. Lee, R. R. The social evaluation of speech: Implications from the laboratory to the classroom. Unpublished paper, 1971, Florida State University.

35. Lin, S. C. Pattern practice in a freshman English program. In R. Shuy (Ed.) Social dialects and language learning, Urbana: NCTE, 1964, 57-62.

36. Lloyd, D. Sub-cultural patterns which affect language and reading development. In B. J. Weiss (Ed.) Language, linguistics, and school programs, Urbana: NCTE, 1963, 37-54.

*37. Loban, W. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

38. Malmstrom, J. Dialects - updated. Florida FL Reporter, 1969, 7(1), 47-49, & 168.

39. McDavid, R. I., Jr. American social dialects. College English, 1965, 26, 254-260.

40. McDavid, R. I., Jr. A checklist of significant features for discriminating social dialects. In E. L. Evertts Dimensions of dialect, Urbana: NCTE, 1967, 7-10.

41. McDavid, R. I., Jr. The cultural matrix of American English. Elementary English, January, 1965, 13-21.

42. McDavid, R. I., Jr. Dialect differences and social differences in an urban society. In R. F. Hogan (Ed.) The English language in the school program, Urbana: NCTE, 1966, 185-196.

*43. McDavid, R. I., Jr. Sense and nonsense about American dialects. Pacific Modern Language Association, May, 1966, 7-17.

44. McDavid, R. I., Jr. A theory of dialect. In J. E. Alatis (Ed.) Monograph series on languages and linguistics no. 22, 1969, Georgetown University.

*45. Nonstandard dialect. Urbana: NCTE, 1968. Also in ERIC: ED 021 248.

46. Pederson, L. A. Social dialects and the disadvantaged. In R. Corbin & M. Crosby (Eds.) Language programs for the disadvantaged, Urbana: NCTE, 1965.

47. Pederson, L. A. & Stewart, W. A. Nonstandard Negro speech in Chicago. In Non-standard speech and the teaching of English, Language information series no. 2, Washington, D. C.: Center for Applied Linguistics, 1964.

48. Pooley, R. C. Usage--standard vs. substandard. In R. F. Hogan (Ed.) The English language in the school program, Urbana: NCTE, 1966.

49. Reed, C. *Dialects of American English*. Cleveland: World Publishing, 1967.

50. Shuy, R. W. Detroit dialect study. In W. Stewart *Research in progress: Social dialects of English*, report no. 3, Washington, D.C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

*51. Shuy, R. W. *Discovering American dialects*. Urbana: NCTE, 1967.

52. Shuy, R. W. Language attitudes and social stratification in urban speech. Unpublished paper. Washington, D. C.: Center for Applied Linguistics.

53. Shuy, R. W. The relevance of sociolinguistics for language teaching. *TESOL Quarterly*, 1969, *3*(1), 13-22.

54. Shuy, R. W. A study of social dialects in Detroit. Available from ERIC: ED 022187.

55. Shuy, R. W., Baratz, J. C., & Wolfram, W. Sociolinguistic factors in speech identification. Final report, research project no. MH 15048-01, 1969, National Institute of Mental Health.

56. Shuy, R. W., Wolfram, W., & Riley, W. Linguistic correlates of speech stratification. Cooperative Research Project no. 6, 1967, U. S. Office of Education, Washington, D.C.

57. Standard English as a second dialect. Stanford Research and Development Center, Quarterly progress report no. 14, 1969, Stanford University, Stanford, California.

58. Stolz, W. S. et al. The role of dialect in the school--socialization of lower class children. Final report on Head Start evaluation and research--1966-67 to the Institute for Educational Development. Section 5. Child Development Evaluation and Research Center, University of Texas, 1967, Austin. Also in ERIC: ED 019 121.

59. Wolfram, W. A. Linguistic correlates of social stratification in the speech of Detroit Negroes. *Dissertation Abstracts International*, 1970, *30*, 4973A.

60. Wolfram, W. A. Social dialects from a linguistic perspective: Assumptions, current research, and future directions. Paper presented at the Center for Applied Linguistics Conference on Approaches to Social Dialects, Washington, D. C., 1969. Also in ERIC: ED 032 535.

61. Wolfram, W. A. Social stigmatizing and the linguistic variable in a Negro speech community. Paper presented at meeting of the Speech Association of America, 1968, Chicago.

62. Wolfram, W. A. *A sociolinguistic description of Detroit Negro speech*. Washington, D. C.: Center for Applied Linguistics, 1969.

63. Wolfram, W. A. Sociolinguistic factors in speech identification. Final report, 1969. NIMH Project MH 15048-01.

64. Wolfram, W. A. Sociolinguistic perspectives on the speech of the "disadvantaged." Paper presented at meeting of the Speech Association of the Eastern States, New York, 1969. Also in ERIC: ED 029 280.

*65. Wolfram, W. A. Sociolinguistic premises and the nature of nonstandard dialects. Washington, D. C.: Center for Applied Linguistics, 1969.

* See annotated bibliography following Section One.

CULTURAL DIALECTS

The study of variations particular to the speech of given ethnic groups is also a more recent phenomenon than regional dialect study. Donald Lloyd, in an analytic study, found that the language of the central city contained many different terms for the same thing and that the differences were sub-cultural in origin (45). Cazden has provided an extensive review of the literature on the subcultural differences in child language (9).

The studies have focused on various cultural groups including Negro, Mexican-American, Puerto Rican, Indian, and Appalachian. The results of the most significant studies will be presented in this chapter. The reader should remember that regional and social influences are always an integral part of the specific dialect under discussion.

Black Dialects--The great bulk of the cultural dialect investigation has been focused on the speech of the Negro, particularly the linguistic features of Negro nonstandard dialects. Roger Shuy has pointed out that some of the studies have done more harm than good:

> The various disciplines that have been studying Negro speech in this country have said enough damaging things already to produce an uncrossable gulf. Early childhood educators have told him that he is non-verbal, that he has defective hearing and that his language signals cognitive deficits. Speech people have told him that he is deficient and suffering from a kind of pathological weakness. English teachers have dismissed him as inarticulate and ignorant of the most fundamental aspects of grammar and pronunciation. Reading teachers have considered him illiterate. Psychologists have observed that he deviates from the prescribed norm. Linguists have described his speech in order to observe sound change, historical origins and underlying grammatical forms. Where do we begin to repair the damage? (70).

A partial response to this question is being made by investigators such as

Joan Baratz who has sought to dispel what she calls some of the current "myths" about Negro speech (4). She stresses that although the dialect of the Negro is distinct and different from standard English, it is neither defective nor inferior. This view is commonly held by most linguists--Black dialect is different, not defective. Further discussion of this issue will be presented in Section Two of the Basic Report.

Baratz attacks the statements made by psychologists and educators that the ghetto Black child is cognitively underdeveloped, that his language is inferior, that his environment is impoverished in language experiences, and that he is lacking in discriminative ability possibly attributable to the noise level in his home. She states emphatically that these ghetto children are not verbally destitute; nor are they nonverbal.

Other "myths" that Baratz discounts are the genetic inferiority doctrine, the social pathology theory which describes the Negro as a "sick white man," the linguistic incompetence theory that Negro speakers are verbally destitute, and the theory that the speech of the Negro is a deterent to cognitive growth (4). All of these "myths" have been found in print and many have had an effect on teaching practices in the past.

There is often a great deal of interference from current sociopolitical views that deters objectivity in the study of Black dialects (81). Garvey and McFarlane found that both race and social class were important determinants of performance on sentence repetition tasks (significant at the .01 level); and their data supported the conclusion that "variation observed in the standard English proficiency of lower economic class Black children is primarily a function of interference from their normal language patterns rather than a function of differences in academic ability" (26). Likewise, Baratz and Povich studied the language development of a group of Black Head Start children and found that: "The Negro Head Start child is not delayed in language acquisition--the majority of his utterances are on the kernel and transformational levels..." (73). This does not imply lack of a language but the mastery of a somewhat different language.

Entwisle found that inner-city children were more advanced in language development when they entered school than were their white suburban counterparts (18), (19). She also found that there were far-reaching differences in the systematic structures between Negro and White inner-city children (19). In a comparative study between Negro and Puerto Rican nonstandard speakers, Negroes scored higher on the language facility test, on the syntactic structure test, and on the fluency test (52).

McDavid refutes the idea that the speech of the American Negro is somehow related to his physical characteristics by presenting historical evidence for the development of the dialect (55). Dillard (16) and Taylor (83) also present general historical background of Black dialect. Stewart, who has written several articles on the historical background of Black dialect (75), (76), (77), (78), (79), & (80), feels that ideally, educators at all levels would learn about the historical background of Black dialect and its overall structural relationship to standard English in order to familarize themselves with some of the more important points of structural conflict (76).

Several general recommendations have been made for teachers of students who speak a Black dialect. LaBrant, for example, discusses the talents and capabilities Negro students bring to school and the need for capitalizing on these elements. Many are very verbal, very able to dramatize, very able to convey subtle shades of meaning in their words, etc. (42). Light stresses that the nature of context in which speech takes place, i.e., topic, race, and age of the participants, cannot be overlooked as influences upon speech (43).

Children's productive as well as receptive control of standard English should not be underestimated (43). Wolfram hits upon this same theme when he says it is necessary to identify relevant linguistic environments which may affect the variation of the items (88).

Social class is the most important correlate with speech differences. Sex and age are also important considerations. In order to account for systematic variation within variables, a consideration of extralinguistic and independent linguistic constraints is imperative. Only a consideration of these two factors will fully reveal the systematic nature of variation and the constraints on the relative social significance of certain variants (87).

Stewart feels that "an absolute necessary prerequisite to teaching English is analysis and description of nonstandard dialects" (82). Fortunately, we now have the start of such descriptions from which to work.

General descriptions have been made by Bailey (4), Ecroyd (17), Erickson (20), Fasold (21), Fasold and Wolfram (24), Johnson (33), Labov (41), Loban (46), McKay (56), Schneider (69), Stewart (76), (82), & (88), Wolfram (90), and Wood (91). In a unique study which differentiated between dialect differences and articulation defects, Monsees screened students and was able to make such differentiations and to confirm linguistic findings regarding some of the morphological and syntactical characters of Negro nonstandard English (57).

Other studies have concentrated only on grammatical features. For example: Fasold covered major grammatical nonstandard features in relatively non-technical terms (22). Henrie presented some important general findings about verbs. He found that Negro nonstandard speaking subjects controlled all the standard English verb phrases given as input in all transformations. Although approximately one-third of their output was nonstandard, there were no standard forms they could not use. The following nonstandard forms were shown to differ in semantic distribution from their standard English equivalents: (1) Unconjugated be - present/habitual/active; (2) deleted be - present/active; (3) uninflected third person present tense verbs - active, and (4) uninflected past tense verbs - active (27). Fasold also discussed be in a very technical article (23). Labov, too, gave a technical discussion of the copula (36). Light discussed the syntactic structures used in Negro nonstandard dialect (44). Loflin presented a technical discussion on whether the grammatical differences are at the deep or the surface structure level (47), a controversy to be discussed in Section Two. He also discussed the general verb structure of Black dialect (49). Politzer presented a clear discussion of the syntax of Negro nonstandard English (65). Smith discussed the phenomenon of cross-code ambiguity as one explanation for the persistance and interrelatedness of certain nonstandard grammatical structures in Negro dialects (74).

Other studies have focused on the lexicon used in Negro nonstandard. Kochman has written two such articles dealing with lexical differences (34), (35).

Several studies have focused on both grammar and phonology, including Politzer (66), and Ken Johnson, who prepared five tapes giving a succinct, clear summary of the phonology and grammar of Negro nonstandard English (33). Labov and Cohen presented information on the phonology and grammar of nonstandard and Negro dialects in a form useful to the English teacher. The most important problem areas were outlined and presented in terms of the general rules differentiating standard and nonstandard forms. Some grammatical points discussed are (1) verb tenses, (2) forms of the noun, (3) negation patterns, (4) pronouns, (5) embedded questions, and (6) count and mass nouns. Articulation and pronunciation patterns in nonstandard speech were also considered (41).

Other studies have focused exclusively on phonology. Markel examined the pronunciation characteristics of students and found there were significant pronunciation differences between the White and the Negro children (52). Houston also indicated that the chief differences were phonological (30). Smith, however, did a contrastive analysis of Negro speech using very thorough phonological analysis and concluded that most of the phonological differences between Negro and White dialects were relatively shallow in their structure (72). Wolfram discussed the underlying phonological representations in Black English and arrived at the same conclusion (89).

Loman went into detail on the intonation patterns used in Black dialect (51). An interesting observation was made by McDavid in speaking of the communication barrier which seems to exist. He felt that the suprasegmentals and paralanguage were more effective indicators of ethnic background than vocabulary, grammar or pronunciation (54), an observation also made by other linguists and educators.

General observations have been derived from these studies. Joan Baratz, for example, sums up the differences between standard English and Negro nonstandard when she states: "Differences between standard English and Negro nonstandard occur in varying degrees in regard to the sound system, grammar, and vocabulary. Although Negro nonstandard has many similar phonemes to those of standard English...The syntax of low income Negro children also differs from standard English in many ways" (5). She then lists eight of the rules employed by the nonstandard speaker to produce language which is grammatical for other speakers in his environment:

1. Non-obligatory morphemes for the plural
2. Different use of possessive marker
3. Third person singular has no obligatory morphological ending
4. Verb agreement differs
5. Use of the copula is not obligatory
6. Rules for negation are different
7. Use of ain't in expression of the past
8. Use of be to express habitual action (5)

Juanita Williamson studied the speech of Negro high school students in Memphis and found that the verb structure is the most noticeable feature in the nonstandard dialect used by many of the students. She observed that the students:

1. Often left the -s off the third person singular verb, but put it on the form used with the first and second person, singular and plural
2. The past particple form was used as a past tense form
3. Done was used as the auxiliary with the past participle
4. Have frequently replaced has
5. Often -ed was added to a strong verb to form the past tense
6. Be was used as a finite verb
7. The verb to be was omitted in some sentences
8. Often the plural -s form was added to forms which were already plural
9. The most noticeable feature in their pronunciation was the loss of the final consonant in consonant clusters
10. The loss of preconsonantal clusters
11. Medial /r/ was also sometimes lost
12. Other pronunciations which occurred frequently: /sɛbəm/ /hɛp/ /æks/ (86)

Samples of Black dialects are also available. Baratz presents language samples from the Washington region (6). Chandler and Erickson's The Sounds of Society has fifty-one pages of Negro nonstandard dialect samples (10). Loman's Conversations in Negro American Dialects is an entire book of speech samples (50). Morris gives a transcription of a fourteen year old Negro girl's speech (58). Stewart includes numerous examples of Negro dialect in one of his articles (80). Wolfram gives a Black English translation of John 3: 1-21 with grammatical annotations (90). Channon gives numerous examples of Negro dialect, and discusses the four main aspects of the problem of dialects as being phonological, lexical, syntactical, and attitudinal. He suggests that the attitudinal variable is the most difficult to deal with (11).

Other studies have focused on the Negro nonstandard speech of specific regions: Anderson in Baltimore (1), Baratz in Washington, D.C. (6), Bills in Waco, Texas (7), Carroll and Feigenbaum in Washington, D.C. (8), Cohen in New York (12), Dillard in New York (14), (15), Garland in Texas (25), Houston in Florida (28), (29), (30), (31), Labov in New York (37), (38), (40), Loflin in Washington, D.C. (47), Osser in Baltimore (59), Pederson in Minneapolis (61), and in Chicago (62), (63), (64), Robins in New York City (67), Walker in Louisiana (85), and Wolfram in Detroit (87).

Recommended Sources--For those wishing further information about Black dialects, there are several major references. Baratz's "The Language and Cognitive Assessment of Negro Children--Assumptions and Needs" (4), the record Dialect of the Black American by Western Electric, Johnson's five tapes Nonstandard Negro Dialect--Effects on Learning (33), Loman's Conversations in a Negro American Dialect (50), and Fasold's "Distinctive Linguistic

Characteristics of Black English" (21) provide general information. Fasold and Wolfram's "Some Linguistic Features of Negro Dialects," written for teachers in relatively nontechnical language, outlines and describes the major nonstandard features and provides examples (24). Labov and Cohen's "Some Suggestions for Teaching Standard English to Speakers of Nonstandard" presents concrete suggestions for preparing materials to teach contrastive patterns (39). Other materials which would be helpful in the classroom will be discussed in Section Three.

REFERENCES - Cultural Dialects

1. Anderson, E. A. A grammatical overview of Baltimore non-standard Negro English. Report no. 66, May 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University.

2. Bailey, B. L. Language and communicative styles of Afro-American children in the United States. Florida FL Reporter, 1969, 7(1), 46-47, & 153.

3. Bailey, B. L. Social dialects and the teaching of English. In English for the Junior High Years. Urbana: NCTE, 1969, 79-92.

*4. Baratz, J. C. Language and cognitive assessment of Negro children - assumptions and needs. San Francisco: American Psychological Association, 1968.

5. Baratz, J. C. Teaching reading in an urban Negro school system. In J. Baratz and R. Shuy (Eds.) Teaching Black Children to Read. Washington, D. C.: Center for Applied Linguistics, 1969.

6. Baratz, J. & Povich, F. A. Grammatical constructions in the language of the Negro pre-school child. American Speech and Hearing Association paper, 1967. Also in ERIC: ED 020 518.

7. Bills, G. D. Preliminary linguistic analysis for the WACO area dialect project of the Texas education agency. Unpublished manuscript, Texas Education Agency, 1969.

8. Carroll, W. S., & Feigenbaum, I. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, September, 1967, 31-39. Also in ERIC: ED 015 479.

9. Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Report, 1966, Harvard Research and Development Center on Educational Differences, Cambridge, Massachusetts.

10. Chandler, B. J., & Erickson, F. D. Sounds of society, a demonstration program in group inquiry. Final Report. Report no. BR-6-2044, January 1968, Northwestern University, Evanston, Illinois. Also in ERIC: ED 018522.

11. Channon, G. Bulljive - language teaching in a Harlem school. *The Urban Review*, 1968, *2*(4), 5-12.

12. Cohen, P. et al. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Two volumes. Office of Education Cooperative Research Report no. 3288, 1969, Columbia University, New York. Also in ERIC: ED 028 423 and ED 028 424.

*13. *Dialect of the black American*. A community relations presentation, Western Electric Company. (Record).

14. Dillard, J. L. Black English in New York. *The English Record*, April, 1971, 114-120.

15. Dillard, J. L. Negro children's dialect in the inner city. *Florida FL Reporter*, Fall, 1967. Also in ERIC: ED 014 725.

16. Dillard, J. L. Non-standard Negro dialects - convergence or divergence? *Florida FL Reporter*, 1968, *65*(2). Also in ERIC: ED 025 753.

17. Ecroyd, D. H. Negro children and language arts. *The Reading Teacher*, 1968, *21*(7), 624-629. Also in ERIC: ED 023 539.

18. Entwisle, D. & Greenberger, E. Differences in the language of Negro and white grade school children. Project no. 6160-0303, May, 1968, John Hopkins University. Also in ERIC: ED 019 676.

19. Entwisle, D. R. & Greenberger, E. Racial differences in the language of grade school children. *Sociology of Education*, 1969, *42*(3).

20. Erickson, F. D. F'get you, honky: A new look at black dialect and the school. *Elementary English*, 1969, *46*, 495-499, & 517.

21. Fasold, R. W. Distinctive linguistic characteristics of black English. In J. Alatis, (Ed.), Monograph series on languages and linguistics, *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

22. Fasold, R. W. Some grammatical features of Negro dialect. Washington, D. C.: Center for Applied Linguistics, 1969.

23. Fasold, R. W. Tense and the form *be* in black English. *Language*, 1969, *45*.

*24. Fasold, R. & Wolfram, W. A. Some linguistic features of Negro dialect. In R. Fasold and R. Shuy *Teaching standard English in the inner city*, Urban Language Series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720.

25. Garland, D. B. The preliminary linguistic analysis for the Dallas dialect project of the Texas education agency. Report, February, 1969, Texas Education Agency.

26. Garvey, C. & McFarlane, P. A measure of standard English proficiency of inner-city children. American Educational Research Association Journal, 1970, 7(1), 29-40.

27. Henrie, S. N., Jr. A study of verb phrases used by five year old nonstandard Negro English speaking children. Doctoral dissertation. Ann Arbor: University Microfilm, 1969. No. 70-13,068.

28. Houston, S. Child black English: The school register. Unpublished manuscript. Northwestern University.

29. Houston, S. H. Child black English in Northern Florida: A sociolinguistic examination. Report no. BR-6-2869, September, 1969, Southeastern Education Laboratory, Atlanta, Georgia.

30. Houston, S. H. Competence and performance in child black English. Language Sciences, October, 1970, 9-14.

31. Houston, S. H. A sociolinguistic consideration of the black English of children in Northern Florida. Language, 1969, 45(3). Also in ERIC: ED 026 627.

32. Johns Hopkins University. A program for the study of standard language acquisition in educationally disadvantaged children. In Johns Hopkins University Third Annual Report, July 31, 1969, 139-190.

*33. Johnson, K. Nonstandard Negro dialect - effects on learning. Chicago: Instructional Dynamics Inc., 1971. (Series of five tapes.)

34. Kochman, T. The lexicon of American Negro slang. Report. Department of American English and linguistics, Illinois Teachers College, Chicago.

35. Kochman, T. Rapping' in the Black ghetto. Trans-Action, February, 1969, 26-34.

36. Labov, W. Contraction, deletion, and inherent variability of the English copula. Paper presented at the Annual Meeting of the Linguistic Society of America, December 1967, Chicago. Also in ERIC: ED 027 514

37. Labov, W. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City. Report, 1965, Columbia University, New York. Also in ERIC: ED 003 819.

38. Labov, W. The social stratification of English in New York City. Washington, D.C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 012 927.

*39. Labov, W. & Cohen, P. Some suggestions for teaching standard English to speakers of nonstandard dialects. New York: Columbia University, 1967.

40. Labov, W., Cohen, P., Robins, C., & Lewis, J. *A study of non-standard English of Negro and Puerto Rican speakers in New York City*. Volume I: Phonological and grammatical analysis. New York: Columbia University, Cooperative Research Project no. 3288, 1968.

41. Labov, W. & Cohen, P. *Systematic relations of standard rules in the grammars of Negro speakers*. New York: Columbia University, 1967. Also in ERIC: ED 016 946.

42. LaBrant, L. Untapped resources of Negro students. Available from ERIC: ED 018 435.

43. Light, R. L. Some observations concerning black childrens' conversations. *The English Record*, April, 1967, 155-167.

44. Light, R. L. Syntactic structures in a corpus of non-standard English. *Dissertation Abstracts International*, 1970, *30*, 4438A.

45. Lloyd, D. Sub-cultural patterns which affect language and reading development. In B. J. Weiss (Ed.) *Language, linguistics, and school programs*, Urbana: NCTE, 1963, 37-54.

*46. Loban, W. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

47. Loflin, M. D. Negro nonstandard and standard English: Same or different deep structure? Center for Research in Social Behavior, March 1969, University of Missouri, Columbia.

48. Loflin, M. D. A note on the deep structure of non-standard English in Washington, D.C. Washington, D.C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 010 875.

49. Loflin, M. D. On the structure of the verb in a dialect of American Negro English. Report no. TR-26, Center for Research in Social Behavior, September 1967, Missouri University, Columbia.

*50. Loman, B. *Conversations in a Negro American dialect*. Washington, D. C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 013 455.

51. Loman, B. *Intonation patterns in a Negro American dialect: A preliminary report*. Washington, D.C.: Center for Applied Linguistics, 1967.

52. Markel, N. N. & Sharpless, C. A. Socio-economic and ethnic correlates of dialect differences. Paper presented at Linguistic Society of America annual meeting, 1968, New York. Also in ERIC: ED 031 703.

53. Mattleman, M. S. & Emans, R. L. The language of the inner-city child: A comparison of Puerto Rican and Negro third-grade girls. Available from ERIC: ED 033 156.

54. McDavid, R. I., Jr., Austin, W. M., & Davis, A. L. Communication barriers for the culturally deprived. Report no. CRP-2107, 1966, University of Chicago, Chicago. Also in ERIC: ED 010 052.

55. McDavid, R. I., Jr. & McDavid, V. G. The relationship of American negroes to the speech of whites. *American Speech*, 1951, *26*, 3-17.

56. McKay, J. R. A [illegible] analysis of a variety of nonstandard Negro English. *Dissertation Abstracts International*, 1970, *30*, 4967A.

57. Monsees, E. K. & Berman, C. Speech and language screening in a summer headstart program. *Journal of Speech and Hearing Disorders*, 1968, *33*(2). Also in ERIC: ED 019 672.

58. Morris, E. P. Transcription of Negro child's English. In A. L. Davis (Ed.) Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

59. Osser, H. The syntactic structures of 5 year old culturally deprived children. Report no. OEO-510, April, 1966, Johns Hopkins University, Baltimore. Also in ERIC: ED 020 788.

60. Osser, H. et al. A study of the communicative abilities of disadvantaged children. Final report. Report no. OEO-2402, January, 1968, Johns Hopkins University, School of Medicine, Baltimore. Also in ERIC: ED 032 119.

61. Pederson, L. A. Middle class Negro speech in Minneapolis. *ORBIS Bulletin International de Documentation Linguistique*, 1967, *16*(2).

62. Pederson, L. A. The pronunciation of English in metropolitan Chicago. *Publication of the American Dialect Society*, November 1965, 1-71.

63. Pederson, L. A. Some structural differences in the speech of Chicago Negroes. In R. Shuy (Ed.) *Social dialects and language learning*, Champaign: NCTE, 1965, 28-51.

64. Pederson, L. A. & Stewart, W. A. Nonstandard Negro speech in Chicago. In *Non-standard speech and the teaching of English*, Language information series no. 2, Washington, D. C.: Center for Applied Linguistics, 1964.

65. Politzer, R. L. & Bartley, D. E. Standard English and nonstandard dialects: Elements of syntax. Report no. RDM-54, October 1969, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California. Also in ERIC: ED 034 977.

66. Politzer, R. L. & Bartley, D. E. Standard English and nonstandard dialects: Phonology and morphology. Report no. RDM-46, June 1969, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California. Also in ERIC: ED 030 869.

67. Robins, C., Labov, W., Cohen, P., & Lewis, J. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Two volumes. Research report no. 3288, 1969, Columbia University, New York.

68. Rystrom, R. C. Testing Negro standard English dialect differences. *The Reading Research Quarterly*, 1969, *4*, 500-511.

69. Schneider, M. Black dialect: The basis for an approach to reading instruction? Educational Leadership, 1971, 28(5), 543-549.

70. Shuy, R. W. Some problems in studying Negro white speech differences. The English Record, April, 1971, 179-185.

71. Silvaroli, N. J. & Whitcomb, M. W. A comparison of the oral language patterns of three low socioeconomic groups of pupils entering first grade. Report 1967, Arizona State University, Tempe.

72. Smith, R. B. Analysis of phonological features of Negro speech vis a vis white dialects and "concensus standard." Report, June 1968, East Texas dialect project, Texas Education Agency.

73. Smith, R. Gullah. Reprint of bulletin no. 190, University of South Carolina, November 1, 1926. Columbia: South Carolina local bookstores, 1969. Also in ERIC: ED 034 191.

74. Smith, R. B. Interrelatedness of certain deviant grammatical structures in Negro nonstandard dialects. Journal of English Linguistics, March, 1969. Also in ERIC: ED 030 877.

75. Stewart, W. A. Continuity and change in American Negro dialects. Florida FL Reporter, Spring, 1968. Also in ERIC: ED 016 236.

76. Stewart, W. A. Facts and issues concerning black dialect. The English Record, April, 1971, 121-135.

77. Stewart, W. A. Historical and structural bases for the recognition of Negro dialect. In J. Alatis (Ed.) Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

78. Stewart, W. A. Nonstandard speech patterns. Baltimore Bulletin of Education, 1966-1967, 43(2), 452-465.

79. Stewart, W. A. Observations of the problems of defining Negro dialect. Washington, D. C.: Center for Applied Linguistics, 1966.

80. Stewart, W. A. Sociolinguistic factors in the history of American Negro dialects. Florida FL Reporter, 1967, 5(2), 1-4.

81. Stewart, W. A. Sociopolitical issues in the linguistic treatment of Negro dialect. In J. ALatis (Ed.) Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

82. Stewart, W. A. Urban Negro speech: Sociolinguistic factors affecting English teaching. In R. Shuy (Ed.) Social dialects and language learning. Urbana: NCTE, 1964, 10-18.

83. Taylor, O. L. An introduction to the historical development of black English: Some implications for American education. Washington, D. C.: Center for Applied Linguistics, 1969.

84. Turner, L. D. *Africanisms in the Gullah dialect*. The American Negro his history and literature series. New York: Arno Press, 1969.

85. Walker, U. G. Structural features of Negro English in Natchitoches parish. Masters thesis, 1968, Northwestern State College, Natchitoches, Louisiana.

86. Williamson, J. V. The speech of Negro high school students in Memphis, Tennessee. Final report, 1968. In W. A. Stewart *Research in progress: Social dialects of English*. Report no. 3. Washington, D. C: Center for Applied Linguistics, 1967. Also in ERIC: ED 021 210.

87. Wolfram, W. A. Linguistic correlates of social differences in the Negro community. Paper presented at meeting of the Washington Linguistics Club, 1969, Washington, D. C.

88. Wolfram, W. A. Some linguistic features of Negro dialect. In R. Fasold & R. Shuy (Eds.), *Teaching standard English in the inner city*. Urban Language Series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970.

89. Wolfram, W. A. Underlying representations in black English phonology. *Language Sciences*, April 1970, 7-12.

90. Wolfram, W. A. & Fasold, R. W. A black English translation of John 3: 1-21; with grammatical annotations. Washington, D. C.: Center for Applied Linguistics, 1968.

91. Wood, B. S. & Curry, J. Everyday talk and school talk of the city black child. *The Speech Teacher*, 1969, *18*(4).

---

* See annotated bibliography following Section One.

Dialects of the Mexican-American--Other cultural groups are often confronted with a situation which is closer to, or may indeed be, the learning of a second language. Such is frequently the case with the Mexican-American speaker. Numerous aspects of bi-lingualism are pertinent to this population, as will be discussed in Chapter Five. Reports dealing specifically with Mexican-American speakers and bilingualism have been made by Cornejo (7), Lance (17), Modiano (20), Rosen (31), Rubel (32), and Taylor (42). These reports all stress the necessity of using some Spanish in teaching the Mexican-American student. Taylor clearly found that some instruction in Spanish is beneficial to English language proficiency (41). According to Rubel, prohibiting the use of Spanish in school degraded the Mexican-American's traditional way of life. The retention of Spanish identified them as a separate cultural group, while the use of English lessened their identification with Mexico and their Mexican cultural heritage (32). Andersson stressed the fact that Tex-Mex is fine in certain contexts (1), a verification that all dialects must be accepted and respected.

Frequently, however, acceptance and respect have not been granted. Ortego provides some shocking educational statistics on Mexican-Americans: the drop-out rate is more than twice the rate of the national average and almost half of the Mexican-Americans in Texas are functionally illiterate (22). Stemmler notes that of the approximately 100,000 non-English speaking first graders entering school each year, between 40-60% will have dropped out of school by the end of the elementary grades (39). A staff report, "A Study of Equality of Educational Opportunity for Mexican-Americans in Nine School Districts of the San Antonio Area," indicates that inadequate understanding of the language and culture of Mexican-American children on the part of many educators has resulted in drastic shortcomings in their education and in disruption of their lives. Specifically, the report reveals that Mexican-American children are sometimes assigned to classes for the mentally retarded merely because their language happens to be different (39). In view of such findings, Silvaroli's comment that their language puts them at a distinct disadvantage (33) seems to be an understatement. Because their home language is different from English, these Mexican-American students also appear to have auditory discriminatory problems; they simply do not hear some of the distinctions made in standard English because these distinctions do not exist in their own language (2).

Progress is being made in identifying the features which seem to cause the most interference between Spanish and English, Bills (3), Burke (4), Cornejo (7), Davis (8), Garland (11), Hernandez (12), Ott (23), Pena (24), Politzer (25), (26), Rivero (27), Saville (33), Seidman (34), Stockwell (40), and Troike (43). The fourth chapter of Saville's Handbook of Bilingual Education gives a brief description of English phonology and grammar as they contrast with Spanish and illustrates some of the common teaching problems (33). Garland notes that there is a wide range of variation and that many nonsystematic features seem to occur. He also cites examples of several features (11).

Recommended Reading--Those interested in the dialect problems of Mexican-American students will find further information in the Michigan State Bulletin The Disadvantaged Child and the Language Arts which discusses the culturally disadvantaged child, identifies his language difficulties, and lists minimum tasks and realistic objectives for him (19). Stockwell's The Sounds of English and Spanish, a phonological contrastive structure study undertaken by the Center for Applied Linguistics, contains valuable information for teachers of English to Spanish-speaking students (40). Also valuable is his Grammatical Structures of English and Spanish (41). Troike's Linguistics and the Bilingual Child contains general concepts about language as well as a section on contrastive phonology including examples and explanations taken from a contrast of English and Spanish (43).

Dialects of Puerto Rican Americans--Less attention has been paid to the language problems of the Puerto Rican. Of the studies reviewed for this report, half did not focus solely on the Puerto Rican but studied Negro and Puerto Rican speech simultaneously (5), (6), (14), (15), (16), (18), and (28). These same studies focused on the speech of Negroes and Puerto Ricans in New York City only. Mattleman did a comparative study of Negro and Puerto Rican speech and found that Negroes scored higher on the language facility test and on the syntactic structure test (18). It should be remembered, however, that the Negro is only faced with the problem of learning a second dialect whereas the Puerto Rican is usually faced with the problem of learning a second language.

Fishman has done an extensive study of Puerto Rican's attitudes and beliefs about Spanish (10). Fisher, in Bilingualism in Puerto Rico: A History of Frustration, gives an historical account of the development of bilingualism and concludes that the people of Puerto Rico would have to achieve a higher degree of bilingualism before congress could allow them statehood. In Puerto Rico, Spanish is the medium of instruction in all grades, and 75% of entering freshmen at one university in Puerto Rico cannot conduct a simple conversation in English. Fisher further points out that the situation is equally bad on our Eastern seaboard (9).

The literature review did not reveal any extensive descriptive studies of interference in the speech of Puerto Ricans. However, Nash examined three aspects of phonological interference: segmentation patterns, accentual patterns, and pitch patterns (21), and Simpson presented a transcription of a thirteen year old Puerto Rican speaking English (36) which provides one example of the types of speech difficulties encountered.

Perhaps the most comprehensive reference in this area would be George M. Williams' "Puerto Rican English: A Discussion of Eight Major Works Relevant to Its Linguistic Description," which includes a discussion and analysis of (1) "Bilingualism in the Barrio," (2) "The Development of Phonemic Analysis for an Oral English Proficiency Test for Spanish-Speaking School Beginners" (Oral English Proficiency Test 1), (3) "A Phonological Study of English as Spoken by Puerto Ricans Contrasted with Puerto Rican Spanish and American English," (4) "The Puerto Rican Study, 1953-1957: A Report on the Education and Adjustment of Puerto Rican Pupils in the Public Schools of the City of New York," (5) "Puerto Rican English Phonotactics," (6) "The Grammatical Structures of English and Spanish," (7) "The Sounds of English and Spanish," and (8) "Spanish Phonology." The book also includes a discussion of general theory and methodology (44).

REFERENCES - Dialects of the Mexican-American and Puerto Rican

1. Andersson, T. Bilingual elementary schooling: A report to Texas educators. Florida FL Reporter, 37-40.

2. Arnold, R. D. & Wist, A. H. Auditory discrimination abilities of disadvantaged Anglo- and Mexican-American children. Elementary School Journal, 1970, 70, 295-299.

3. Bills, G. D. Preliminary linguistic analysis for the WACO area dialect project of the Texas education agency. Unpublished manuscript, Texas Education Agency.

* 4. Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-Mckinley County Schools, 1967. Also in ERIC: ED 024 519.

5. Cohen, P. S., Labov, W., & Robins, C. Preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City--an outline of research results. Project Literacy Reports no. 7, September, 1966, Cornell University, Ithaca, New York, 13-17.

6. Cohen, P. et al. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Two volumes. Office of Education Cooperative Research Report no. 3288, 1969, Columbia University, New York. Also in ERIC: ED 028 423 and ED 028 424.

7. Cornejo, R. J. Bilingualism: Study of the lexicon of the five year old Spanish speaking children of Texas. Dissertation Abstracts International, 1969, 30, 1544A-1545A.

8. Davis, A. L. English problems of Spanish speakers. In A. L. Davis (Ed.) Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

9. Fisher, J. C. Bilingualism in Puerto Rico: A history of frustration. English Record, Special anthology issue and monograph no. 14. April, 1971, 21(4). (See R. Jacobson (Ed.) Studies in English to speakers of other languages and standard English to speakers of a non-standard dialect.)

10. Fishman, J. A. Attitudes and beliefs about Spanish and English among Puerto Ricans. In M. Imhoof (Ed.) Viewpoints, Bloomington: Indiana University, 1971.

11. Garland, D. B. The preliminary linguistic analysis for the Dallas dialect project of the Texas education agency. Report, February 1969, Texas Education Agency.

12. Hernandez, L. F. Teaching English to the culturally disadvantaged Mexican-American student. English Journal, 1968, 57(1), 87-92.

13. Kniefel, T. S. Programs available for strengthening the education of Spanish-speaking students. Paper prepared for the conference on teacher education for Mexican Americans, 1969, Mexico State University, University Park, New Mexico. Also in ERIC: ED 025 366.

14. Labov, W. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City. Report, 1965, Columbia University, New York. Also in ERIC: ED 003 819.

15. Labov, W. *The social stratification of English in New York City*. Washington, D. C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 012 927.

16. Labov, W., Cohen, P., & Lewis, J. A study of non-standard English of Negro and Puerto Rican speakers in New York City. Volume I: Phonological and grammatical analysis. New York: Columbia University, cooperative Research Project no. 3288, 1968.

17. Lance, D. M. A brief study of Spanish-English bilingualism: Final report. Research project ORR-Liberal Arts-15504, no. RP-ORR-LA-15504, 1969, Texas A and M University, College Station.

18. Mattelman, M. S. & Emans, R. L. The language of the inner-city child: A comparison of Puerto Rican and Negro third grade girls. Available from ERIC: ED 033 156.

*19. Michigan State Dept. of Public Instruction. The disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Dept., Lansing. Also in ERIC: ED 013 858.

20. Modiano, N. Bilingual education for children of linguistic minorities. *American Indigena*, 1968, *28*, 405-414.

21. Nash, R. Intonational interference in the speech of Puerto Rican bilinguals, an instrumental study based on oral readings of a Juan Bobo story. Available from ERIC: ED 024 939.

22. Ortego, P. English oriented schools cause Chicano educational failures. *AAUW Journal*, August, 1971, 6.

23. Ott, E. H. *A study of levels of fluency and proficiency in oral English of Spanish-speaking school beginners*. Austin: University of Texas, 1967.

24. Pena, A. A. *A comparative study of selected syntactical structures of the oral language status in Spanish and English of disadvantaged first grade Spanish speaking children*. Austin: University of Texas, 1967.

25. Politzer, R. L. & Bartley, D. E. Standard English and nonstandard dialects: Phonology and morphology. Report no. RDM-46, June 1969, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California. Also in ERIC: ED 030 869.

26. Politzer, R. L. & Bartley, D. E. Standard English and nonstandard dialects: Elements of syntax. Report no. RDM-54, October 1969, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California. Also in ERIC: ED 034 977.

27. Rivero, M. L. A surface structure constraint on negation in Spanish. Language, 1970, 46(3).

28. Robins, C., Labov, W., Cohen, P., & Lewis, J. A study of the nonstandard English of Negro and Puerto Rican speakers in New York City. Two volumes. Research report no. 3288, 1969, Columbia University, New York.

29. Rodriguez, A. The Mexican-American--disadvantaged? Ya Basta! Florida FL Reporter, 1969, 7(1), 35-36, 160.

30. Rosen, C. L Some needed research regarding the language and reading instructional problems of Spanish speaking children. Paper presented at the International Reading Association Conference, 1969, Kansas City. Also in ERIC: ED 031 384.

31. Rosen, C. L. & Ortego, P. D. Problems and strategies in teaching the language arts to Spanish speaking Mexican-American children. Paper presented at the conference on Teacher Eudcation for Mexican Americans, 1969, New Mexico State University, University Park. Also in ERIC: ED 025 368.

32. Rubel, A. J. Some cultural anthropological aspects of English as a second language. Report no. BR-5-0249-21, 1966. Available in ERIC: ED 011 609.

*33. Saville, M. R. & Troike, R. C. A handbook of bilingual education. Washington, D. C.: Center for Applied Linguistics, January, 1970. Also in ERIC: ED 035 877.

34. Seidman, D. M. Standard oral English, tenth grade: Instructional guide D. Report no. LASC-Pub-ESEA-3-1, 1967, Los Angeles City Schools, Los Angeles. Also in ERIC: ED 027 352.

35. Silvaroli, N. J. & Whitcomb, M. W. A comparison of the oral language patterns of three low socioeconomic groups of pupils entering first grade. Report, 1967, Arizona State University, Tempe. Also in ERIC: ED 032 943.

36. Simpson, D. Transcription of Puerto Rican English. In A. L. Davis (Ed.) Language resource information for teachers of the culturally disadvantaged. Final report, April, 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

37. Southwest Council of Foreign Language Teachers. Our bilinguals--social and psychological barriers, linguistic and pedagogical barriers. Paper presented at the second annual conference of the Southwest Council of Foreign Language Teachers, 1965, El Paso.

38. Staff Report. A study of equality of educational opportunity for Mexican-Americans in nine school districts of the San Antonio Area. Washington, D. C.: U. S. Commission on Civil Rights, 1969, 34-35.

39. Stemmler, A. An experimental approach to the teaching of oral language and reading. Harvard Educational Review, 1966, 36, 42-59.

*40. Stockwell, R. P. & Bowen, D. J. The sounds of English and Spanish. In C. A. Ferguson (Ed.) Contrastive structure series. Chicago: University of Chicago Press, 1965.

*41. Stockwell, R. P., Bowen, J. D. & Martin, J. W. The grammatical structures of English and Spanish. Chicago: University of Chicago Press, 1965.

42. Taylor, T. H. A comparative study of the effects of oral-aural language training on gains in English language for fourth and fifth grade Mexican-American children. Dissertation Abstracts International, 1970, 30, 5178A.

43. Troike, R. C. Linguistics and the bilingual child. University of Texas, Austin.

44. Williams, G. M., Jr. Puerto Rican English: A discussion of eight major works relevant to its linguistic description. In Language research report no. 3. Cambridge: Language Research Foundation, February 1971. Also in ERIC: ED 051 709.

See annotated bibliography at end of Section One.

Dialects of the American Indian--The language problems of the American Indians have not been studied very extensively, and seldom has the bi-lingual approach been taken, although, as with the Mexican-American and the Puerto Rican speaker, the Indian is often faced with the task of learning a second language. Hopkins gives a historical background on teaching English to Indians. Until 1928 there was a policy against using tribal language. From 1932-1952 there was the development of a set of curriculum guides called Minimum Essential Goals for Indian Children. According to Hopkins, Wayne Holms (1964), Dr. Elizabeth Willink (1965) and Ruth Werner (1966) have done much to foster modern English as a Second Language pedagogy with Indians (8). Modiano has concluded that children should be taught to read from materials in their own dialect first and then be transferred into materials written in traditional orthography (12). Povey stresses that we should use Indian culture and language as a starting point and that we should recognize the difference between learning a foreign language and a second dialect (15). Brier has developed a series of tests of proficiency in English as a second language to be used with Choctaw, Eskimo, Hopi, Navajo, and Sioux (1). Saville has outlined a program using Navajo as the primary medium of instruction with English taught as a second language (17).

An emphasis on the Indian culture is stressed. Crawford, for example, places major emphasis on understanding their culture and their learning problems. He provides an annotated list of selected teaching materials for use with Chippewa Indians (4). Young also stresses the need for cross-cultural training for teachers (25). Scoon discusses ethnic attitudes as well as instrumental and integrative motivation. His study showed that Indian students indicated a desire to learn the English language but showed little evidence of being attracted to other aspects of Anglo culture (19). Slager also dealt with the problem of motivation. As one approach to the problem, he has written a newsletter with several stories, legends, and omens taken from Shoshoni, Nahuatl, Cherokee, Navajo, and Yorok with English translations (21).

Many of the problems faced by the Indians in learning English have been discussed. Hopkins, for example, points out the numerous problems which exist and mentions some programs which have attempted to deal with them (7). Ohannessian's "A Study of the Problems of Teaching English to American Indians: Report and Recommendations" provides further insight into the problems facing the Indian nonstandard speaker (13). Ivey discusses the influence of Indian language on reading and speech. He presents evidence showing that where deficiencies exist in vocabulary and reading, defective speech is the major contributing factor. Such defects were found in both reading and vocabulary, but they did not differ significantly one from the other (9). Mickelson, likewise, presents data which suggests that language deficiencies tend to remain in the verbal repertoire of the child. His data also supports the hypothesis that this phenomenon can be corrected (11). In spite of the linguistically unsophisticated terms "defective" and "deficient" used in the latter two studies, the results remain the same...the language used by the Indians in these studies did differ enough from standard English to cause significant difficulties.

Mickelson's contention that these children can be helped is supported by McKenzie, who has established that Indian children will benefit from pre-school language instruction and from any aural-oral linguistic programs, which when presented in a sequential fashion from kindergarten to grade six, can lead to competence in English (10).

Some studies have isolated particular linguistic features which may pose a problem for the Indian learning to speak a standard dialect. Burke presents a phonetic analysis of likenesses and differences between English and the language of the group (2). Saville also outlines some distinctive sounds of English which need to be mastered, lists vocabulary which would be sufficient for classroom procedures and beginning reading texts, and presents content and ordering of language lessons based on contrastive analysis of Navajo and English which allows prediction and description of the problems the speaker of one will have in learning the other (17). Saville's Handbook of Bilingual Education, Chapter 4, gives a brief description of English phonology and grammar as they contrast with Navajo and illustrates some common teaching problems (18). Likewise, Young discusses phonological, grammatical, and structural features which constitute areas of wide divergence between the two languages. A framework is presented for the development of materials, instructional techniques, and teacher training to specifically meet the needs of the Navajo student in English (25).

Appalachian Dialects--Although classifiable as a regional dialect, the cultural aspects of the people living in Appalachia warrant its inclusion in this section of the Basic Report. Skinner has found that the Appalachians have a very sophisticated language of their own, acquired almost exclusively from oral tradition, making reading materials used in the schools irrelevant. He stresses the need to accept and understand their culture and language (20). Stewart, likewise, comments that the Appalachians have a logical dialect that we need to understand and accept, and illustrates several features of nonstandard Appalachian speech (22). Furbe provides a transcript of the speech of a ten-year-old Appalachian boy as an example of this dialect (6). A. Hussain Qazilbash conducted nine interviews from each of the thirteen states in the Appalachian region. Analysis of the 117 hours of speech includes: (1) an alphabetized list of words and their frequency by respondent, (2) an overall alphabetized list of the data with word frequency for the region, (3) an overall alphabetized word frequency list of misused words and their correct forms; and (4) an overall alphabetized word frequency list of colloquial terms and their explanations. Qazilbash found an overall variation of 19.4 percent of Appalachian English from standard English, leading him to conclude that there is a distinct pattern of linguistic structure in the Appalachian region (16).

Other Studies--Since the scope of this Basic Report must of necessity be limited, only a few studies of other cultural groups are included. Tucker's study of Chinese English speakers outlines some of the differences to be found in their language including: very few consonants in word or syllable final position; no singular/plural distinction for nouns; no word order manipulation for meaning change; no masculine/feminine distinction essential for correct use of English pronouns; no varying forms for verbs; syllabic tone is very important (23).

A contrastive analysis including a phonemic symbol list and a section on phonology and structure of Hawaiian are presented by Peterson (14), and Vanderslice has described the suprasegmental or prosodic features of Hawaiian (pidgin) English (24).

Summary--Recognizing the virtual impossibility of separating regional, cultural, and social dialects, Chapter Two incorporated some of the more important findings of descriptive studies in these three areas, including what has been said about several specific dialects spoken by Blacks, Mexican-Americans, Puerto Ricans, Indians, Appalachians, Chinese, and Hawaiians. The majority of the studies focused on the Black dialect; very limited studies were reported for the Puerto Rican, Indian, Appalachian, Chinese, and Hawaiian. The Bibliographies included in Section Five contain additional references for those wishing to further investigate any of these specific dialects.

REFERENCES - Other Dialects

1. Briere, E. J. Testing ESL skills among American Indian children. In J. E. Alatis (Ed.) Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University, 1970.

2. Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-McKinley County Schools, 1967.

3. Cassidy, Teaching standard English to speakers of Creole in Jamaica, West Indies. In J. E. Alatis (Ed.) Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University, 1970.

4. Crawford, D. A. et al. Minnesota Chippewa Indians, a handbook for teachers. Minneapolis: Upper Midwest Regional Educational Lab., 1967. (Out of print.) Available from ERIC: ED 017 383.

5. Davis, L. Literary dialect in Milt Gross 'Nize Baby'. Paper presented at NCTE convention, Washington, D. C., 1969.

6. Furbee, N. L. Transcription of Appalachian English. In A. L. Davis (Ed.) Language resource information for teachers of the culturally disadvantaged. Final report, April, 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

7. Hopkins, T. R. American Indians and the English language arts. Florida FL Reporter, 1969, 7(1), 145-146.

8. Hopkins, T. R. Teaching English to American Indians. The English Record, April, 1971, 24-31.

9. Ivey, L. P. Influence of Indian language background on reading and speech development. Dissertation Abstracts, 1969, 29, 2438A.

10. McKenzie, K. S. Language: The great barrier. The English Quarterly, 1969, 2(2), 37-42.

11. Mickelson, N. I. & Galloway, C. G. Cummulative language deficit among Indian children. Paper presented at the Seventh Canadian Conference on Educational Research, Victoria, British Columbia, 1969.

12. Modiano, N. Bilingual education for children of linguistic minorities. American Indigena, 1968, 28, 405-414.

13. Ohannessian, S. A study of the problems of teaching English to American Indians: Report and recommendations. Washington, D. C.: Center for Applied Linguistics, 1967.

14. Petersen, R. O. H. et al. Teaching standard English as a second dialect to primary school children in Hilo, Hawaii. Two volumes. Washington, D. C.: U. S. Office of Education, October, 1969.

15. Povey, J. F. Cultural self-expression through English in American Indian schools. Florida FL Reporter, 1969, 7(1), 131-132, 164.

16. Qazilbash, A. H. A dialect survey of the Appalachian region. Final report, May, 1971. Appalachian Adult Basic Education Demonstration Center, Morehead State University, Kentucky. Also in ERIC: ED 052 210.

17. Saville, M. R. Curriculum guide for teachers of English in kindergartens for Navajo children. Washington, D. C.: Center for Applied Linguistics, July, 1969. Also in ERIC: ED 030 122.

18. Saville, M. R. & Troike, R. C. A handbook of bilingual education. Washington, D. C.: Center for Applied Linguistics, January, 1970.

19. Scoon, A. R. American Indian ethnic attitudes in relation to school achievement. Paper presented at the AERA annual convention, New York, 1971. Also in ERIC: ED 047 858.

20. Skinner, V. P. Mountaineers aren't really illiterate. Southern Education Report, 1967, 3(1). Also in ERIC: ED 020 236.

21. Slager, W.R. & Madsen, B. M. English for American Indians; a newsletter of the Office of Education Programs, Bureau of Indian Affairs, U. S. Dept. of the Interior. Salt Lake City: Utah University, 1971. Also in ERIC: ED 048 597.

22. Stewart, W. A. Language teaching problems in Appalachia. Florida FL Reporter, 1969, 7(1), 58-59, 161.

23. Tucker, A. C. The Chinese immigrant's language handicap: Its extent and effects. Florida FL Reporter, 1969, 7(1), 44-45, 170.

24. Vanderslice, R. & Pierson, L. S. Prosodic features of Hawaiian English. Quarterly Journal of Speech, 1967, 53(2), 156-166.

25. Young, R. W. English as a second language for Navajos, an overview of certain cultural and linguistic factors. Albuquerque: Bureau of Indian Affairs, 1968.

CHAPTER THREE--FIELD WORK TECHNIQUES AND LANGUAGE TESTING

FIELD WORK TECHNIQUES

The methods employed by dialectologists have been described in several reports and articles, some giving evidence that many techniques used are not the best. Dillard, for example, points out three main principles at work in tracing the history of language variety: (a) the paradox principle--what is in the record was not there and what is not recorded was there; (b) the virginity principle--in etymology, only the first time counts; and (c) the cafeteria principle--picking and choosing, i.e., forms in a New World language or dialect may be traced to any part of the area where the putative source language is spoken without the bother of explaining the transmission (4). Goodman, in his description of the ethnocentric researcher also presents a negative view of the methods used by the dialectologist. He presents a facetious model based on the assumption that language can be judged on a single norm and that language difference and language deficiency are synonymous. His model uses a control group as much like himself as possible, assumes his own dialect is standard, encodes all directions, questions, and answers into his own dialect, and judges responses to be correct only if they are properly stated in his own dialect. He concludes his article with the statement, "We need objective humility for effective research" (7).

Although obviously exaggerated in their presentations, Dillard and Goodman do show some of the current shortcomings in dialectology methods. Nevertheless, several sound approaches to dialect study have been used. Atwood, in The Methods of American Dialectology, gives a succinct statement of the methods used in regional dialect study (1). Roger Shuy outlines specific objectives and the field procedures which were set up to meet these objectives in his study of social dialects in Detroit (26). He also discusses the problems of research design and fieldwork, stressing the necessity of looking at a speaker in a number of social situations and using a variety of styles (24). Additionally, he feels that there currently exists a "human zoo syndrome" which sets the researcher against the researched (25). Shuy and Wolfram discuss variables in field techniques such as: size of sample, role of race, sex, social class, and elicitation procedures in the last portion of their paper "Social Dialects from a Linguistic Perspective: Assumptions, Current Research, and Future Directions" (34).

Two comprehensive manuals which outline the procedures needed for effective field work are available. Ervin-Tripps' A Field Manual for Cross-Cultural Study of the Acquisition of Communicative Competence deals with methodological factors such as contrastive analysis, recording techniques, informants, and interpreters. The appendices contain model sentences of elicited imitation, elicitation techniques, and techniques for studying multilingualism (5). Shuy, Wolfram, and Riley's Field Techniques in an Urban Language Study includes the general principles of field work and a description of the methodology employed in the Detroit Dialect Study to provide a practical basis for large-scale urban language studies. The major chapters are concerned with general aims, sampling procedures, research design, fieldwork design, field worker orientation, the questionnaire, the actual fieldwork, and fieldwork evaluation (27). Less technical and perhaps of more interest to teachers, is Labov's The Study of Nonstandard English, Section Five, which deals with sociolinguistic research in the school: face-to-face interviews; group sessions, and formal tests (16).

Since the interview is such an integral part of field work, many writers including the authors cited in the above paragraph, have gone into great detail as to the best methods for eliciting speech from informants. Grimshaw discusses the processes involved in eliciting verbal information. He stresses the need to correct current shortcomings in research which exist because we simply do not know how to phrase questions which are meaningful to random samples of diversified populations (8). A report from the Johns Hopkins R and D Center describes speech elicitation techniques used in their study of standard language acquisition in educationally disadvantaged children including game playing, direct elicitation, connected discourse, and recordings of group sessions (9). Horner, in "The Verbal World of the Lower-Class Three Year Old," describes his use of an ecological verbal sample, i.e., a sample collected in natural settings using hidden body microphones (11). Hurst offers suggestions for generating spontaneous speech through the use of a doll and crib, toys, coloring books, a male puppet, and a telephone (12). Shuy describes a questionaire which yields three styles of speech, a method for eliciting, and samples of the speech elicited (26).

Not only methods are important. The examiner himself is a critical variable in the speech elicitation procedure. As Phillips has found, the interaction between the race of the examiner and the task complexity causes Negro subjects to perform less well for White examiners on complex tasks due to the interfering effects of anxiety associated with White examiners. These effects may be reversed if a task is made less complex or the anxiety associated with White examiners is reduced (19).

LANGUAGE TESTS

Several of the currently used language tests do not seem to be appropriate, fair, or valid for the nonstandard speaker (2), (10), (13), (18), (29). One of the most seering critiques of current standardized tests as tools for the measurement of language development is made by Roberts who feels that the makers of the tests are either unaware of or are consciously neglecting knowledge about language gained from the linguistic studies of recent decades. In the tests studied, all answers had to be given in standard English in order to be counted as correct. Therefore, the tests were systematically biased against speakers of nonstandard dialects of English (21).

This same criticism has been made against the tests used to measure auditory discrimination. According to Politzer, what often appears to be an auditory discrimination deficit is simply the result of bad tests which do not take different language backgrounds into account (20).

It has been suggested that to overcome such deficiencies, i.e., if tests are to be a true measure, they should be prepared in the child's own dialect (15).

The inappropriate, unfair, invalid tests frequently used with nonstandard speakers may partially account for our failure to teach a standard English. If a child cannot speak a standard English at the appropriate time, we need to know whether it is because he cannot hear the difference, cannot mimic the difference, does not know the difference between different situations, or whether, although he has acquired all these "components," he just cannot combine them. Knowledge of this information would definitely have an effect on how we teach (23).

Efforts to construct such measures have been made. Golub describes the development and refinement of a measure of linguistic ability, the Wisconsin Inventory of Linguistic Development, which deals with twelve abilities not normally gauged by conventional tests. This test has been revised and a second version, the Linguistic Ability Test, is currently being tested. Although this is a commendable start, the test does not take into account contextual factors and abilities to interpret nonverbal cues (6). Klima's article "Evaluating the Child's Language Competence" outlines constructing fair tests and gives several linguistically sound suggestions (14). The Michigan Oral Language Test, although aimed at migrant workers' children, should also be effective for use with other Spanish-American speakers of nonstandard English. This test, designed to assess both the ability to produce standard grammatical structures and to use basic concepts in math, science, and social studies, makes use of pictures. The student expresses his answers both verbally and nonverbally; thus the test measures the child's understanding of specific concepts in a manner free from the affects of dialect (17). Rystrom presents procedures used in developing a measure designed to reliably discriminate Negro dialect speech from standard English. He discusses the development of the test and demonstrates why "dialect by checklist" is a totally useless method. A sample from the Rystrom Dialect Test (RDT) is included. The face validity of the RDT has been demonstrated (22). Another test, the Language-Cognition Test (LCT), a test for the educationally disadvantaged child beginning school, has as its major purpose to provide an estimate of the child's present status of development (30). A test is also being developed in Dade County, Florida, which is designed to assess the occurrence of selected features of nonstandard English in the speech of disadvantaged primary children. Four tests have been developed: (1) Aural comprehension test, (2) oral usage test, (3) evaluation forms, (4) oral language rating forms. The reliability of the test has been established and correlations have been found to be generally high (31).

One area in which little research has been conducted is in the use of the computer to analyze nonstandard speech. Uskup has reported on a method for automating dialect analysis. He has devised a system for coding phonetic transcription permitting computer analysis. The computer program is available from ERIC (32). It appears, however, that we are still a long way from being able to fully utilize the computer in the analysis of nonstandard speech.

Those wishing to pursue study of field techniques further should read Labov's The Study of Nonstandard English and Shuy, Wolfram, and Riley's Field Techniques in an Urban Language Study. They may also find other references from this chapter helpful.

REFERENCES - Field Work Techniques and Language Testing

1. Bagby, A. E. The methods of American dialectology. Zeitschrift fur Mundartforschung, 1963, 30(1), 249-260.

2. Bordie, J. C. Language tests and linguistically different learners: The sad state of the art. Elementary English, 1970, 48(6), 814-828.

3. DeCamp, D. Implicational scales and sociolinguistic linearity. Revised version of paper presented at 44th annual meeting of the Linguistic Society of America, San Francisco, 1969. Also in ERIC: ED 036 787.

4. Dillard, J. L. Principles in the history of American English--paradox, virginity, and cafeteria. Florida FL Reporter, 1970, 8(1&2), 32-33.

5. Ervin-Tripp, S. M. et al. A field manual for cross-cultural study of the acquisition of communicative competence. Berkeley: University of California, July, 1967, (second draft).

6. Golub, L., Frederick, W., & Cohen, S. Development and refinement of measures of linguistic ability. Working paper no 3. Wisconsin R & D Center for Cognitive Learning, Madison, Wisconsin.

7. Goodman, K. S. Language difference and the ethno-centric researcher. Paper presented at AERA meeting, Los Angeles, 1969. Also in ERIC: ED 030 107.

8. Grimshaw, A. D. Language as obstacle and as data in sociological research. New York: Social Science Research Council, 1969. Also in ERIC: ED 029 293.

9. Johns Hopkins University. A program for the study of standard language acquisition in educationally disadvantaged children. In Johns Hopkins University Third Annual Report, July 31, 1969, 139-190.

10. Horn, T. D. A study of the effects of intensive oral-aural English language instruction, oral-aural Spanish language instruction and non-oral-aural instruction on reading readiness in grade one. Report no. CRP-2648, University of Texas, Austin, 1966. Also in ERIC: 010 048.

11. Horner, V. M. The verbal world of the lower class three year old: A pilot study in linguistic ecology. *Dissertation Abstracts International*, 1970, *30*, 3443A.

12. Hurst, C. G.. Jr. & Jones, W. L. Generating spontaneous speech in the underprivileged child. Howard University, College of liberal arts, Washington, D.C., 1967. Also in ERIC: ED 016 969.

13. Kenendy, G. The language of tests for young children. CSE working paper no. 7. California University, Los Angeles, 1970. Also in ERIC: ED 035 781.

14. Klima, U.B. Evaluating the child's langauge competence. National Laboratory for Early Childhood Education, Illinois University, Urbana, 1968.

15. Kochman, T. Culture and communication: Implications for black English in the classroom. *Florida FL Reporter*, 1969, *7*(1), 89-92,172-173.

*16. Labov, W. *The study of non-standard English*. Washington, D.C.: Center For Applied Linguistics, 1969. Also in ERIC: ED 024 053.

17. Larson, J. et al. Michigan oral language test, Ann Arbor, Michigan, 197

18. McCallig, R. A. How not to analyze the syntax of children: A critique and a proposal. *Elementary English*, 1970, *47*. 612-618.

19. Phillips, J. The effects of the examiner and the testing situation upon the performance of culturally derpived children. Phase 1--intelligence and language ability test scores as a function of the race of the examiner. Final report BR-6-1421, Peabody College for Teachers, Nashville, 1966. Also in ERIC: ED 011 963.

20. Politzer, R. L. Auditory discrimination and the "disadvantaged" deficit or difference. *English Record*, April, 1971, 174-179.

21. Roberts, E. An evaluation of standardized tests as tools for the measurement of language development. Cambridge: Northwestern University.

22. Rystrom, R. Testing Negro standard English dialect difference. *The Reading Research Quarterly*, 1969, *4*, 500-511.

23. Shaffer, S. M. The measurement and evaluation of language instruction. Paper presented at the third annual TESOL convention, Chicago, 1969.

24. Shuy, R. Locating the switching devices of oral language. Center for Applied Linguistics - unpublished paper.

25. Shuy, R. W. Some problems in studying Negro white speech differences. *The English Record*, April, 1971, 179-185.

26. Shuy, R. W. A study of social dialects in Detroit. Available from ERIC: ED 022 187.

*27. Shuy, R. W., Wolfram, W. A., & Riley, W. K. *Field techniques in an urban language study*. Washington, D. C.: Center for Applied Linguistics, 1968. Also in ERIC: ED 022 156.

28. Slobin, D. I. (Ed.) A field manual for cross-cultural study of the acquisition of communicative competence. Berkeley: University of California, July, 1967, (second draft.) (See Ervin-Tripp, S. M. et al.)

29. Spolsky, B. Language testing-the problem of validation. *Florida FL Reporter*, 1969, *7*(1), 100-102, 163-164.

30. Stemmler, A. O. The LCT-Language Cognition Test--A test for educationally disadvantaged school beginners. Research edition. *TESOL Quarterly*, 1967, *1*(4), 35-43.

31. Taft, J. & Tennis, M. The development of a test to assess the occurrence of selected features of non-standard English in the speech of disadvantaged primary children. Dade County Public Schools, Miami, 1968.

32. Uskup, F. L. A method for automating dialect analysis. Available from ERIC: ED 037 713.

33. Willis, C. The development of an automatic dialect classification test. Final report, July, 1969, Rochester University, New York.

34. Wolfram, W. A. Social dialects from a linguistic perspective: Assumptions, current research, and future directions. Paper presented at the Center for Applied Linguistics Conference on Approaches to Social Dialects, Washington, D. C., 1969. Also in ERIC: ED 032 535.

*See annotated bibliography at the end of Section One.

CHAPTER FOUR--LANGUAGE DEVELOPMENT

Since language development could well comprise a Targeted Communications in its own right, only representative studies which have direct bearing on the problem of teaching a standard English to speakers of nonstandard dialects will be discussed in this chapter of the Basic Report. For those who are interested in greater depth in this area, an annotated bibliography on language development is available (16). Cazden's Subcultural Differences in Child Language: An Interdisciplinary Review which outlines the major studies in language development, would also be of value. All of the studies she includes show that children of the upper socio-economic status are more advanced in language development than those of lower socio-economic status (8).

Cazden has found that children learn language only partly through imitation. They also learn by experimentation and overgeneralization. Correcting their syntax does not seem to have any significant effect, but talking with them about things in which they are interested does (7). Marckwardt suggests that we use introspection to discover how language is learned by relying upon our individual experiences. Vocabulary learning would be a convenient starting point. He also suggests that an awareness of the kinds of restructuring typically done when a first draft is converted into a finished piece is a helpful guide to the processes involved in language learning (19).

Labov's "Stages in the Acquisition of Standard English" maintains the existence of several developmental stages in language acquisitions: (1) Mastery of the main body of grammatical rules and lexicon of spoken English, sufficient for communication of needs, (2) acquisition of a local dialect consistent with that of friends and associates, (3) acquisition of social perception in early adolescence, (4) development of the ability to modify speech in the direction of the prestige standard, in formal situations, and to some extent in casual speech, (5) ability to maintain standard styles and switch appropriately (acquired primarily by the middle class), and (6) development of complete consistency appropriate to a wide range of occasions (15).

Studies of the language development of lower SES children, usually conclude that the lower SES children are at a distinct language disadvantage (8). In addition, Arnold and Wist found that the auditory discrimination abilities of the disadvantaged appear to be considerably underdeveloped (1). One should remember, however, that the tests used to measure auditory-discrimination are not necessarily valid for nonstandard speakers. Further, the population studied was of Mexican-American background. Therefore, interference from another language could well have been a variable which effected the results.

Baldwin found that children's communication accuracy was related to race and socioeconomic status: The middle SES were more accurate than the lower SES and White lower SES were more accurate than Black lower SES (2). Baratz looked at the grammatical constructions used in the language of the Negro pre-school child and found that the economically deprived child was not delayed in language acquisition. Although the child used a qualitatively different language system, his transformations were used appropriately (3). In a comparison of the oral language patterns of three socioeconomic groups of pupils entering first grade (Anglo-Negro-Spanish), Silvaroli found that their language was sufficiently different from the standard to put them at a distinct educational disadvantage. Since they were aware of and used basic English syntax patterns in approximately the same manner, he concluded that differentiated materials were not needed in class as much as exposure to total language development experiences (31). Wakefield arrived at a similar conclusion in his comparative study of the language patterns of low socioeconomic first graders, Negro and Spanish. He found no significant difference in the overall syntactical oral language patterns of first grade children in the three lower SES groups (34).

Other studies have dealt with general language development. Entwisle found that children from the slums were accelerated at the first grade, but were relatively retarded by the third grade compared to suburban children. She attributes this to the living conditions in American urban slums which may favor rapid development of basic langauge skills (9). The majority of the studies, however, make the opposite claim. Osser, in studying social class factors in the language development of pre-school children found that in speech production there were significant differences in favor of the middle class children on several indices including (1) total number of different syntactic structures used and (2) average sentence complexity. He also found that in speech imitation and comprehension middle-class children performed significantly better than lower class children on both scales (24). In a comparison of information processing abilities of middle and lower class children (Negro kindergarten boys), Ryckman found that cultural deprivation is essentially language deprivation. He found that the major differentiating characteristic between the middle and lower class was general language ability (28). Consider, however, that the tests used were not necessarily valid for a nonstandard speaker.

One interesting study in language development which has direct bearing on when students should be taught a standard English has been conducted by Lenneberg. He presents evidence indicating that the primary acquisition of language is predicated upon a biologic developmental stage which is quickly outgrown at puberty. Between the ages of three and the early teens the possibility for primary language acquisition continues to be high. After puberty, the ability for self-organization and adjustment to the physiological demands of verbal behavior quickly declines (17).

Other factors in language acquisition have also been considered. Osser, for example, in studying the syntactic structures of five-year-old culturally deprived children, found that environment plays a major role in language development (24). Few of the authorities writing on language development would deny this basic premise. Several studies have been conducted on the influence of the home environment on language acquisition. Gordon did a study of the relationship between the English language abilities and home language experiences of first-grade children from three ethnic groups, of varying socioeconomic status and varying degrees of bilingualism. His main hypotheses, supported at the .01 level, stated that a significant relationship exists between English language ability and language modeling by the mother. His sub-hypothesis, also supported at the .01 level, was that English language ability differed by ethnicity. Navajo children scored lowest, followed by Pueblo, then rural Spanish. Also, tests for SES were significant at the .01 level; the lower-lower SES group scored lowest, followed by the upper-lower, then the lower-middle SES (11). McCarthy's study, too, supported the hypothesis that home experiences do influence a child's language abilities (22). May, in a study of the effects of home environment on oral language development found that the language usage of parents largely determines the language usage of their children (20).

May also studied the influence of the school environment and found that, on the average, teachers spoke 72% of the time. With this verbal barrage there was little opportunity for the student to practice using language effectively. He also found that the older a child is, the more influential his peers become (20). This same observation has been made by others, including Labov (15).

In light of what has been learned about language acquisition, most people involved with the subject advocate providing the nonstandard speaker with a rich environment (4). Cazden stresses that we can help the child most by expanding his language repertoire rather than by trying to correct his nonstandard forms (6).

All discussions of language acquisition of a standard dialect by a nonstandard speaker should consider the distinction between competence and performance. There is a distinct difference between competence--abilities, what a person can do, and performance--habits, what a person does (5). There is a further distinction which should be made: The distinction between receptive and productive competence. A person may understand (receptive competence) a standard dialect and still not be able to produce this dialect in his own speech. Both of these distinctions are extremely important in any discussion of acquiring a standard dialect. This distinction between productive and receptive competence has been discussed by several persons including Sapon (29), Houston (13), (14), Light (18), and others.

Light stresses that children's productive as well as receptive control of a standard dialect should not be underestimated (18). McCallig insists that a confusion between competence and performance often occurs in research and that simply because a speaker does not pronounce a form, researchers assume that he cannot (21). Quay found that although nonstandard-speaking Negroes produced nonstandard speech, they were able to comprehend standard English as well as they did their own dialect (27). McKay, likewise, found that there was a considerable difference between the informant's competence and performance with respect to the standard English variables studied, although he used only one respondent upon which to base his conclusion (23).

This distinction has direct implications for the methodology employed in the classroom as discussed by Hendrickson. He feels that English as a second language (ESL) techniques should be used only for those students who have no receptive competence in English (12). This would certainly limit the number of students for whom unmodified ESL techniques would be appropriate. Troike, too, stresses the fact that the differences between receptive competence and productive control have implications for Teaching English to Speakers of Other Languages (TESOL) (33). He also makes the interesting observation that teachers often lack both receptive and productive competence in nonstandard dialects (32).

This chapter, although of necessity brief, is an attempt to outline several aspects of language development which have direct relevance to second dialect learning. The stages in the acquisition of standard English variables which seem to influence language development and the difference between receptive and productive competence in a dialect have been summarized.

REFERENCES - Language Development

1. Arnold, R. D. & Wist, A. H. Auditory discrimination abilities of disadvantaged Anglo- and Mexican-American children. Elementary School Journal, 1970, 70, 295-299.

2. Baldwin, T. L. et al. Children's communication accuracy related to race and socioeconomic status. Report February, 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University, Baltimore. Also in ERIC: ED 036 532.

3. Baratz, J. & Povich, E. A. Grammatical constructions in the language of the Negro pre-school child. American Speech and Hearing Association paper, 1967. Also in ERIC: ED 020 518.

4. Bromwich, R. M. Developing the language of young disadvantaged children. Report 1967, Elementary, Kindergarten and Nursery Education, Washington, D. C. Also in ERIC: ED 032 373.

5. Cazden, C. B. On individual differences in language competence and performance. Report 1967, Harvard R. & D Center on Educational Differences, Cambridge.

6. Cazden, C. B. Some implications of research on language development for preschool education. Report no. BR-5-0215-29, February 1966, Social Science Research Council Conference on Preschool Education, Chicago. Also in ERIC: ED 011 329.

7. Cazden, C. B. Studies of early language acquisition. Childhood Education, 1969, 46, 127-131.

*8. Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Report, 1966, Harvard Research and Development Center on Educational Differences, Cambridge. Also in ERIC: ED 011 325.

9. Entwisle, D. R. Developmental sociolinguistics--inner city children. Report no. BR-6-1610-1, May 1967, Johns Hopkins University, Baltimore.

10. Erickson, F. D. Discussion behavior in the black ghetto and in white suburbia: A comparison of language style and inquiry style. Dissertation Abstracts International, 1970, 30, 2750A.

11. Gordon, S. B. The relationship between the English language abilities and home language experiences of first-grade children, from three ethnic groups, of varying socioeconomic status and varying degrees of bilingualism. Doctoral dissertation, University of New Mexico. Also in ERIC: ED 050 092.

12. Hendrickson, R. H. ESL--who needs it? English Record, April, 1971, 47-52.

13. Houston, S. H. Child black English: The school register. Unpublished manuscript. Northwestern University.

14. Houston, S. H. Competence and performance in child black English. Language Sciences, October, 1970, 9-14.

15. Labov, W. Stages in the acquisition of standard English. In R. W. Shuy (Ed.), Social dialects and language learning, Urbana: NCTE, 1965.

16. Language development in disadvantaged children: an annotated bibliography. August, 1968, ERIC Clearinghouse for Urban Disadvantaged, Yeshiva University, New York. Also in ERIC: ED 026 414.

17. Lenneberg, E. H. Biological foundations of language. New York: John Wiley and Sons, Inc., 1967. Also in ERIC: ED 015 480.

18. Light, R. L. Some observations concerning black children's conversations. The English Record, April, 1967, 155-167.

19. Marckwardt, A. H. What a thing it is. In J. E. Alatis, (Ed.) Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

20. May, F. B. The effects of environment on oral language development: I. In. W. T. Petty, (Ed.) Research in oral language. Urbana: NCTE, 1967.

21. McCallig, R. A. How not to analyze the syntax of children: A critique and a proposal. Elementary English, 1970, 47, 612-618.

22. McCarthy, J. L. G. Changing parent attitudes and improving language and intellectual abilities of culturally disadvantaged four-year-old children through parental involvement.Submitted in partial fulfillment of requirements for Doctor of Education degree, June, 1968, Indiana University, Bloomington, Indiana. Also in ERIC: ED 027 94[illegible].

23. McKay, J. R. A partial analysis of a variety of nonstandard Negro English. Dissertation Abstracts International, 1970, 30, 4967A.

24. Osser, H. The syntactic structures of 5 year old culturally deprived children. Report no. OEO-510, April, 1966, Johns Hopkins University, Baltimore. Also in ERIC: ED 020 788.

25. Osser, H. Social-class factors in the language development of preschool children. Department of Pediatrics, Johns Hopkins Hospital, Baltimore.

26. Osser, H. Speech development in children with emphasis on the development of syntax in urban children who speak a non-standard dialect. Johns Hopkins Hospital, Baltimore.

27. Quay, L. Language dialect, reinforcement and the intelligence test performance of Negro children. Child Development, 1971, 42, 5-15.

28. Ryckman, D. B. A comparison of information processing abilities of middle and lower class Negro kindergarten boys. Report no. BR-6-1784, 1967, Center for Research in Language and Behavior, Michigan University, Ann Arbor. Also in ERIC: ED 017 924.

29. Sapon, S. M. Engineering verbal behavior. March 1968, Office of Economic Opportunity, Washington, D. C. Also in ERIC: ED 025 308.

30. Scott, C. T. Transformational theory and English as a second language/dialect. In. J. E. Alatis _Report of the twentieth annual round table meeting on linguistics and language studies_. Washington, D. C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

31. Silvaroli, N. J. & Whitcomb, M. W. A comparison of the oral language patterns of three low socioeconomic groups of pupils entering first grade. Report 1967, Arizona State University, Tempe. Also in ERIC: ED 032 943.

32. Troike, R. C. Receptive competence, productive competence and performance. In J. E. Alatis (Ed.) _Report of the twentieth annual round table meeting on linguistics and language studies_. Washington, D. C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

33. Troike, R. C. Social dialects and language learning: Implications for TESOL. _TESOL Quarterly_, 1968, _2_(3). Also in ERIC: ED 024 036.

34. Wakefield, M. W. A comparative study of language patterns of low socioeconomic first graders. _Dissertation Abstracts International_, 1968, _29_, 1056A.

*See annotated bibliography at the end of Section One.

CHAPTER FIVE--BILINGUALISM

As pointed out earlier in Chapter Two of the Basic Report, some of the students who are attempting to learn a standard English may not in reality be facing the task of learning a second dialect but rather are learning a second language. Although, like language development, bilingualism is a very broad field and could constitute a targeted communication in its own right, there are certain facets of bilingual education which need to be considered when discussing the problems encountered in teaching a standard English to all students.

Spolsky has pointed out that the teaching of English to speakers of other dialects and languages is a central responsibility of the American educational system and that the schools must be aware of the language or dialect background of their students if they are to make it possible for them to acquire the standard language as quickly as possible. This calls for TESOD, TESOL and bilingual education (18). Bernal, too, has stressed the necessity of the schools' recognition of the importance of bilingualism (2).

Before getting into the discussion of the implications of bilingual education for second dialect teaching, the distinction between two types of bilingualism should be made. Co-ordinate bilingualism occurs when two languages seem to operate on two different channels and are always kept separate (6). Usually in co-ordinate bilingualism one language in the society dominates and the social functions of the two languages are different (5). In compound bilingualism the two languages are easily mixed (6); the two languages have equal exposure and the social functions are minimally different (5).

General principles of bilingualism have been outlined by Cornejo (4), John (9), Olstad (13), Saville (16), Spolsky (18), and Zintz (22). Typical of the information found in these general references is the content in Zintz' article "What Classroom Teachers Should Know About Bilingual Education;" Chapter One gives general cultural background and principles of bilingualism, Chapter Two deals with basic linguistic principles and contrastive analysis, Chapter Three deals with techniques for teaching and Chapter Four deals with developing vocabulary (22).

Most of those writing on bilingualism stress the importance of allowing the student to use his native language in learning. As Gaarder noted in a statement before the special subcommittee on bilingual education, the use of the child's mother tongue by some of his teachers and as a school language is necessary since language is one of the most important exteriorizations or manifestations of self. Our peoples's native competence in foreign languages and the cultural heritage each language transmits are a national resource we need badly and must conserve (8). In Ott's "Instructional Improvement Program in Language and Reading for Selected Subculture Groups in the Southwest," emphasis is placed on developing communication skills in a standard English dialect, with simultanious training in the students' native language (14), (15). Likewise, Spolsky states that at the same time a student is learning a standard English dialect he has a right to be taught in his own language at the time he is learning enough English to handle the rest of the curriculum (18). Taylor, too, has stated that students are better able to learn when they use their native language while receiving systematic instruction in English as a second language (20). Some textbook publishers are aware of the increased concern for instructing non-English speaking students in their native language. Silver Burdett Publishing Company, for example, has materials currently available in Spanish:

Modern Mathematics Through Discovery, Grades 1-8 - Spanish title, Mathematica Moderna
Biology - Spanish title, Biologia
Chemistry - Spanish title, Quimica
Physics - (available soon)
Analytic Geometry - Spanish title, Geometria Analitica

In spite of the exhortations of the experts in bilingualism, students often are not allowed to use their native language in school. Wilson, in an article "Whose American Dream Is It?" points out the shocking, deplorable conditions which often result when the schools will not teach students using the bilingual approach but insist instead that everything be in English. He suggests that we should take advantage of a child's language and his culture in our teaching. From that point we can progress to teaching a standard English (21). Evidence that bilingual education programs can be effective and have been effective is given by Flores (7) and Modiano (11), (12). Modiano did a comparative study of two approaches to the teaching of reading. Students taught with the bilingual approach scored significantly higher on the reading comprehension test and evidenced greater efficiency (11).

Diebold goes one step further and argues that the bilingual person may indeed have distinct advantages over the monolingual person since bilingualism is associated with and may in fact be facilitative of significantly superior performance on both verbal and non-verbal intelligence tests (5).

In spite of its proven effectiveness, problems in bilingual education have been indicated (10). Flores observes that the problems of availability of materials, evaluation procedures, teacher training, recruitment, and financing continue to be chief concerns for advocates of bilingual programs. The observation is made that radio and television have been neglected as useful bilingual media (7). A report of the South West Council of Foreign Language Teachers delineates the various sociocultural, psychological, linguistic, and pedagogical barriers to academic achievement among Spanish-speaking children in the South-West (18). Several of their statements would also be pertinent to teachers of students from other sub-cultures. Taylor points out in "An Overview of Research on Bilingualism" that strong personal motivation is required of the non-English speaker and that although the new methods of teaching languages do not have the advantages often claimed, they are no worse than the old methods (20).

Some of the articles and reports on bilingualism, such as the one by the South West Council, deal specifically with the problems faced by the Spanish-American Bilingual: Andersson (1), Bernal (2), Cornejo (4), Flores (7), Olstad (13), and Zintz (22). Olstad (13) and Zintz (22) also include some suggestions for specified Indian populations.

Most of the descriptions of existing programs contain ideas which teachers could incorporate and many articles offer specific suggestions for teachers. Andersson, for example, in "What is an Ideal English-Spanish Bilingual Program," provides fifteen suggested guidelines, offers advice on how to start a bilingual program, suggests seven necessary qualifications for teachers, and describes an ideal English-Spanish bilingual program (1). Flores found that as of the spring of 1969 the number of "real" bilingual educational programs in the United States was approximately twelve and that their effectiveness had been clearly established (7). Vera John, in Early Childhood Bilingual Education, devotes a chapter to describing current programs, a chapter to teacher recruitment, and a chapter to curriculum materials (9). Ott has described the Bilingual Education Program of the South West Educational Development Laboratory, the objectives, and the complete plan of the program (14). Saville, too, has outlined suggestions for setting up bilingual programs (16). Wilson cites examples of bilingual education programs that are effective (21).

For those interested in further investigation on the subject of bilingual education, Saville's A Handbook of Bilingual Education would be invaluable. It includes a historical view of bilingualism, outlines suggestions for setting up bilingual programs, includes descriptive material, discusses curriculum and language teaching, and offers some practical teaching suggestions based on traditional axioms adapted to bilingual education (16).

REFERENCES - Bilingualism

1. Andersson, T. What is an ideal English-Spanish bilingual program? *Florida FL Reporter*, 1969, *7*(1), 40, 168.

2. Bernal, J. J. I am Mexican-American. *Florida FL Reporter*, 1969, *7*(1), 32, 154.

3. Bilingualism and the bilingual child-a symposium. National Federation of Modern Language Teachers Association, Texas University, Austin. Also in ERIC: ED 019 909.

4. Cornejo, R. J. Bilingualism: Study of the lexicon of the five year old Spanish speaking children of Texas. *Dissertation Abstracts International*, 1969, *30*, 1544A-1545A.

5. Diebold, A. R., Jr. The consequences of early bilingualism in cognitive development and personality formation. Paper presented at the symposium on "The study of personality" Rice University, Houston, 1966. Also in ERIC: ED 020 491.

6. Dugas, D. Research relevant to the development of bilingual curricula. Paper presented at the annual conference of Foreign Language Teachers, El Paso, 1967. Also in ERIC: ED 018 298.

7. Flores, S. H. The nature and effectiveness of bilingual education programs for the Spanish-speaking child in the U.S. *Dissertation Abstracts International*, 1970, *30*, 2904A.

8. Gaarder, A. B. Statement before the special subcommittee on bilingual education of the committee on labor and public welfare, U. S. Senate, May 18, 1967. *Florida FL Reporter*, 1969, *7*(1), 33-34, 171.

9. John, V. P. & Horner, V. M. *Early childhood bilingual education.* New York: Modern Language Association of America, 1971. Also in ERIC: ED 047 593.

10. Macnamara, J. (Ed.) Problems of bilingualism. *Journal of Social Issues*, 1967, *23*(2). Also in ERIC: ED 024 034.

11. Modiano, N. A comparative study of two approaches to the teaching of reading in the national language. Report no. CRP-s-237, 1966, New York University. Also in ERIC: ED 010 049.

12. Modiano, N. Where are the children? *Florida FL Reporter*, 1969, *7*(1), 93-94, 170.

13. Olstad, C. (Ed.) Bilingual education in three cultures, annual conference of the Southwest Council for Bilingual Education, 1968, El Paso. New Mexico State University, Las Cruces. Also in ERIC: ED 027 515.

*14. Ott, E. The bilingual education program of the Southwest Education Development Laboratory. Florida FL Reporter, 1969, 7(1), 147-148, 159.

15. Ott, E. Instructional improvement program in language and reading for selected subculture groups in the Southwest. Available from ERIC: ED 026 228.

*16. Saville, M. R. & Troike, R. C. A handbook of bilingual education. Washington, D. C.: Center for Applied Linguistics, January, 1970. Also in ERIC: ED 035 877.

17. Silver Burdett. Marketing matters--international sales bulletin, April 21, 1971.

18. Spolsky, B. ESOL and bilingual education. Paper presented at annual meeting of the American Council for the Teaching of Foreign Languages, New Orleans, 1969. Also in ERIC: ED 036 785.

19. S. W. Council of Foreign Language Teachers. Our bilinguals--social and psychological barriers, linguistic and pedagogical barriers. Papers presented at the second annual conference of the Southwest Council of Foreign Language Teachers, 1965, El Paso. Also in ERIC: ED 019 899.

20. Taylor, M. E. An overview of research on bilingualism. Report, 1970, California State Department of Education, Sacramento. Also in ERIC: ED 049 876.

21. Wilson, J. M. P. Whose American dream is it? Florida FL Reporter, Fall, 1968.

22. Zintz, M. V. What classroom teachers should know about bilingual education. Report no. BR-8-0609, 1969, New Mexico University, Albuquerque. Also in ERIC: ED 028 427.

*See annotated bibliography at the end of this section.

ANNOTATED BIBLIOGRAPHY FOR SECTION ONE

The following annotated bibliography may serve as a guide for those wishing to pursue in more depth any of the areas discussed in Section One. The selections included in the bibliography are keyed to indicate the area to which they are most applicable.

Key:

1. General concepts about dialects
2. General areas of dialect study
   a. Social and regional dialects
   b. Black dialects
   c. Mexican-American dialects
3. Field work techniques
4. Language development
5. Bilingualism

Abrahams, R. D. The advantages of black English. Florida FL Reporter, 1970, Spring/Fall, 27-30, & 51. (1), (2a).

Abrahams first dispells many false notions of linguistic deprivation or pathology. He then stresses the importance of the varieties (codes) used in Black English and the need for an analytic framework which would permit examination of patterns of communicative interaction larger than simple linguistic difference. He points out numerous examples of the expressive system of Black English and gives reasons for the persistance of Black English.

Allen, H. B., & Underwood, G. N. (Eds.) Readings in American dialectology. New York: Appleton, Century, Crofts, 1971. (2a).

Part One of this book concentrates on regional dialects. It includes readings on area studies, single feature studies, the comparative approach, and dialect theory. Part Two concentrates on social dialects and includes several readings of direct relevance to the classroom teacher or the college methods teacher.

Allen, V. F. Teaching standard English as a second dialect. Florida FL Reporter, 1969, 7(1), 123-129, & 164. (1).

This article outlines the trends in teaching a standard English to speakers of other dialects and describes some second-language techniques as they may be applied to dialect differences. Linguistic versatility is stressed as the goal of second dialect teaching, and the importance of working on truly critical features to reach that goal is brought out. The historical basis of many nonstandard features is discussed. Also discussed are the art of conducting meaningful drills, role playing, and reading and writing. The article is ideal for the relatively uninitiated.

American speech dialects. National Center for Audio Tapes, University of Colorado, Boulder. (Tape) (2a).

This tape consists of eighteen readings of "Grip the Rat," one each from Maine, New Hampshire, Ontario, Illinois, Ohio, Virginia, North Carolina, South Carolina, and Georgia. There are two readings from Massachusetts, Pennsylvania, and Texas, and three from New York.

Baratz, J. C. Language and cognitive assessment of Negro children--assumptions and research needs. American Speech and Hearing Association, March 1969, 2(8). Also in ERIC: ED 022 157. (1), (2b).

Baratz begins by describing the three major types of professionals involved with describing the language abilities of children: (1) educators, (2) psychologists, and (3) linguists, and then points out how some educators and psychologists mistakenly believe children who speak nonstandard dialects to be verbally destitute or unable to function cognitively. The article contains a reference list of sources from linguistics and anthropological studies.

Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-McKinley County Schools, 1967. Also in ERIC: ED 024 519. (2c).

This guide, intended for those involved in teaching a standard English to Mexican-American students, includes a brief description of the value systems, a phonetic analysis of the likenesses and differences between English and Spanish, and objectives and activities developed for five-year-olds in language development, social studies, numbers, physical education, health, science, music, and art. The guide also includes a bibliography of 35 books and 18 pamphlets.

Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Report, 1966, Harvard Research and Development Center on Educational Differences, Cambridge. Also in ERIC: ED 011 325. (4).

In this literature review Casden summarizes and evaluates research in linguistics, developmental psychology, sociology, and anthropology on children from different social and cultural groups. She differentiates between standard and nonstandard English and discusses whether nonstandard English should be replaced or augmented. Several recent studies of language development, all of which show that children of upper socio-economic status are more advanced than those of lower socio-economic status, are outlined with discussions of the problems which dialect differences pose for studies of language development.

Dialect of the Black American. A community relations presentation, Western Electric Company. (Record). Available from: Educational Relations Department, Western Electric Company, 195 Broadway, New York, New York, 10007. Cost $1.23. (2b).

This record, which presents general information about Black dialect and gives numerous examples of its coherence and communicability, is an excellent resource for teachers and mature students. It illustrates how the dialect may be misunderstood in an interview situation, and how it can be used in teaching standard English.

Fasold, R. W. & Wolfram, W. A. Some linguistic features of Negro dialect. In R. Fasold and R. Shuy, Teaching standard English in the inner city, Urban Language Series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720. (2b).

This article is written on a semi-technical level which most teachers could understand. The authors outline and describe major nonstandard features found in Black dialect and give examples of each. An annotated bibliography of non-technical descriptions for use by the uninitiated and a bibliography of technical descriptions for those with more experience in the area are included.

Galvan, M. M. & Troike, R. C. The east Texas dialect project: A pattern for education. Florida FL Reporter, 1969, 7(1), 29-31, & 152-153. (1).

The authors outline the three major goals of the East Texas dialect project: (1) Study language patterns in Texas; (2) develop in-service courses to affect attitudes towards language and culture; and (3) produce teaching materials to be used in the schools. They stress attitudes and acceptance of language variety and cultural differences above all else. The content of this article should be valuable to college methods teachers and administrators interested in developing programs for their nonstandard speaking students.

Gladney, M. R. & Leaverton, L. A model for teaching standard English to nonstandard English speakers. Paper presented at AERA meeting, Chicago, February 1968. Available from ERIC: ED 016 232. (1).

The model described in this article encourages teachers to respect and accept a child's established dialect and at the same time to provide a framework to help the child recognize, learn, and hopefully begin to use a standard English. The model uses everyday talk and school talk rather than nonstandard and standard English descriptors. It starts at a point meaningful to the learner, i.e., with an actual statement made by him. It focuses on one pattern at a time and proceeds systematically in accordance with linguistic principles. Within this article there is a discussion of the four striking differences which were found to occur in verb usage.

Johnson, K. Nonstandard Negro dialect-effects on learning. Chicago: Instructional Dynamics Incorporated, 1971. (Series of five tapes) (1), (2b).

These tapes illustrate why nonstandard Negro English should be supplemented by a standard English. The tapes show that Negro culture is simply different, not inferior to middle class white culture. Johnson gives a succinct summary of Negro nonstandard phonology and grammar which is enhanced by his ability to shift dialects. The tapes would provide good general background on Black dialects for elementary and secondary teachers and college methods teachers.

Labov, W. The study of nonstandard English. Urbana: NCTE, 1970. Also in ERIC: ED 024 053. (1), (2a), (3).

Labov first discusses the general nature of language and then presents some of the most important findings of sociolinguistics during the past few years. He discusses the role of the school in relation to the nonstandard speakers and concludes that one of the fundamental problems is the cultural conflict symbolized by nonstandard dialects, rather than any lack of logic or structure. The last section of the article focuses on what educators can do in the classroom. The intent of the selection is to make the teacher aware of the language spoken by the nonstandard speaker, to help the teacher observe the language more accurately, and to adapt his own materials and methods to fit the actual problems encountered. A 36 item bibliography is appended.

Labov, W. & Cohen, P. Some suggestions for teaching standard English to speakers of nonstandard dialects. New York: Columbia University, 1967. Also in ERIC: ED 016 948. (2b).

Labov and Cohen present information on the phonology and grammar of Negro dialects in a form understandable to English teachers. The authors discuss the most important problem areas in phonology and grammar. All linguistic terminology used in the paper would be understandable to the nonspecialist.

Loban, W. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653. (2a), (2b).

Loban's purpose is to clarify the most crucial language difficulties of speakers of nonstandard dialects to enable teachers to plan an effective, efficient program for teaching a standard English. He discusses and lists several examples of the nonstandard oral usages found in students in grades K-9. Loban suggests speakers of nonstandard dialects may be helped by drill on usage, especially the verb to be. There is no object in drilling all pupils on the same skill, he says they should be drilled only on those features with which they have difficulty.

Loman, B. Conversations in a Negro American dialect. Washington, D. C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 013 455. (2b).

This text would be most helpful for teachers who are looking for samples of Negro dialect since it contains fourteen conversations with children, transcribed in a modified standard orthography. Some knowledge of phonetics would be helpful to the reader of the text. The samples are free, spontaneous conversations between members of a family and between neighborhood children. A sample tape recording (parts of each conversation) is available.

McDavid, R. I., Jr. Sense and nonsense about American dialects. Publication of the Modern Language Association, May 1966, 7-17. (1), (2a).

McDavid refutes many ill-founded ideas about standard and nonstandard speech such as the belief in a "mystical standard devoid of all regional associations" and the belief in "racial dialects." He discusses social dialects to some extent and concludes by making some recommendations to the schools.

Michigan State Department of Public Instruction. The disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Department, Lansing. Also in ERIC: ED 013 858. (2c).

This bulletin, useful for the classroom teacher, discusses some of the characteristics of the culturally disadvantaged child, identifies some of his chief language difficulties, lists minimum tasks and realistic objectives for teachers of this group, and describes some of the techniques which have been developed and some current practices in Michigan language arts programs. Relevant needed research is also outlined. Recommendations are made to local school systems and to teacher education institutions.

Nonstandard dialect. Urbana: NCTE, 1968. Also in ERIC: ED 021 248. (2a).

This monograph could serve as a model for schools wishing to develop their own curriculum in teaching a standard English. The first portion of the monograph cautions teachers not to use the "corrective" approach to language. It then shows that a good program must be based on a careful analysis of the speech patterns which exist in the specific situation. There are two main sections to the monograph. The first deals with the most common problems identified in the speech of the nonstandard speaker. The second section presents a program of instruction, outlines a sequence of activities which might be used including contrastive studies, and suggestions for working with tapes, dialogues, drills and games.

Ott, E. The bilingual education program of the Southwest Educational Development Laboratory. Florida FL Reporter, 1969, 7(1), 147-148, & 159. (5).

Ott describes a program which has as its goal the command of standard usage, focusing on the Spanish-American speaker. The program objectives and the plans of the program are outlined. Several of the objectives, as well as portions of the plan of the program, would be easily adaptable to other schools which have Mexican-American students.

Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, California. (1).

This report is divided into five sections, each having relevance for the classroom teacher and for the college methods teacher. The first section describes the role of the native dialect and calls for an augmentation approach rather than an attempt at eradication. The second section presents a definition of standard English. The third section outlines special considerations concerning the pupil--both in motivation and in aptitude. The fourth section discusses teaching methodology stressing the audio-lingual approach and its chief pedagogical instruments. The fifth section deals with teacher training and the necessity of the teacher to have knowledge of the structural differences between the target language and the native language of the pupil. A bibliography is included.

Saville, M. R. & Troike, R. C. A handbook of bilingual education. Washington, D. C.: Georgetown University, 1970. Also in ERIC: ED 035 877. (5).

This handbook is intended for use by teachers and administrators involved in bilingual education. The first chapter contains historical background on bilingualism and discussion of some of the controversies which exist in the field. The second chapter discusses the linguistic, psychological, social, and cultural factors which must be considered in bilingual education. The third chapter includes a brief contrastive description on English and Spanish and Navaho phonology and illustrates some common teaching problems which result from the differences. The fifth chapter offers some practical teaching suggestions based on the principles of bilingualism. The last chapter discusses evaluation.

Shuy, R. W. Discovering American dialects. Urbana: NCTE, 1967. Also in ERIC: ED 017 507. (1), (2a).

This book is easily understandable by teachers and students alike. Shuy provides a thorough discussion of dialectology including what a dialect is, how regional and social dialects differ in grammar, lexicon and pronunciation, how these dialect differences came to be. He also discusses current American dialects, the influence of foreign languages on American dialects and the use of dialects in literature. Especially helpful is Chapter Six which lists field research projects for teachers to conduct with their classes as well as word lists, interview forms, dialect maps, and illustration of speech sounds. The book also contains a lengthy bibliography.

Shuy, R. W., Wolfram, W. A. & Riley, W. D. Field techniques in an urban language study. Washington, D. C.: Center for Applied Linguistics, 1968. Also in ERIC: ED 022 156. (3).

The authors describe the methodology used by the Detroit dialect study staff in their survey of Detroit speech in 1966-67. They attempt to provide a practical basis for large scale urban language study. To do so, the authors first present general principles of fieldwork, including details from their work which they feel would be useful in similar projects. The main chapters deal with general aims, sampling procedures and research design, fieldwork design, fieldworker orientation, the questionnaire, the actual fieldwork, and fieldwork evaluation.

Stockwell, R. P. & Bowen, D. J. The sounds of English and Spanish. In C. A. Ferguson (Ed.), Contrastive structure series. Chicago: University of Chicago Press, 1965. (2c).

This study, done by the Center for Applied Linguistics, is of value to teachers of English to Mexican-American students. It is not a methods book, but rather a book about the problems of interference resulting from structural differences between the native language of the student and English.

Stockwell, R. P., Bowen, J. D. & Martin, J. W. The grammatical structures of English and Spanish. Chicago: University of Chicago Press, 1965. (2c).

This text presents an analysis of the structural differences between English and Spanish. The focus is on the nature of the conflicts between the structure of a language which has already been learned (English) and the structure of one which is still to be learned (Spanish). Included in the text are chapters on (1) introduction to grammatical analysis, (2) basic sentence patterns, (3) word classes and morphological characteristics, (4) the noun phrase and its constituents, (5) verb forms, (6) the auxiliary constituents of the verb phrase, (7) other constituents of the verb phrase, (8) simple sentence transformations, (9) complex and compound sentence transformations, (10) lexical differences, and (11) hierarchy of difficulty. The appendix contains a section on pedagogy as well as references, abbreviations, and symbols.

Wolfram, W. A. Sociolinguistic premises and the nature of nonstandard dialects. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 033 370. (2a).

Wolfram deals with the attitudinal problems associated with nonstandard dialects. He discusses some of the basic premises of sociolinguistics and shows how many currently held views about nonstandard dialects violate these basic premises. He also points out that a knowledge of the systematic differences between the various nonstandard dialects and standard English can serve as a basis for effectively teaching a standard English to speakers of these nonstandard dialects.

SECTION TWO

ISSUES IN THE TEACHING OF A STANDARD ENGLISH

INTRODUCTION

The teaching of a standard English to nonstandard speakers should be based on research about language. The preceding section reviewed the current state of this research. While much more information is available now than was available a decade ago, much remains unknown and, although linguists have developed a large body of information about language and about dialects, much of this knowledge frequently is not known or is ignored by the non-linguist faced with teaching nonstandard speakers a standard English.

The major issues in the teaching of a standard English treated in this section of the Basic Report are:

1. What is standard English?
2. What is nonstandard English?
3. Should students be taught a standard English?
4. How should students be taught a standard English?
5. When should students be taught a standard English?

CHAPTER SIX--ISSUES: DESCRIPTIONS OF STANDARD AND NONSTANDARD DIALECTS

The preceding section presented definitions and characteristics of both standard and nonstandard dialects. It cannot be assumed, however, that all people accept the concepts outlined in Chapter One of this Basic Report. This is especially true when it comes to the descriptors applied to standard and nonstandard dialects since there are several major points of controversy surrounding these descriptions.

ISSUE ONE: WHAT IS STANDARD ENGLISH?

The issue here is not a matter of definition; most people are in agreement that there are a series of regionally standard dialects in the United States. The problem arises in delineating the specific characteristics of these regionally standard Englishes. A major shortcoming in the research on teaching a standard English dialect is the lack of complete descriptions of any of the American dialects. While the work of compiling atlases of American English has been under way for more than forty years, the concentration thus far has been mainly on phonological and lexical features, when in reality the grammatical features seem to be the ones which are the most crucial in marking a dialect as standard or nonstandard.

The analysis of the speech of even one person is extremely complex, for speech is composed of not only lexicon, grammar, and phonology, but also styles of delivery, rules for choices in given social situations, and rules for distances between the sender and receiver of a message. These are only some of the numerous elements involved in the act of communicating. Thus, the first issue which confounds the teaching of a standard

English dialect is: What is standard English and what aspects of the communication act are involved in using a standard English?

Without knowledge of the target for proficiency, the instructional program is necessarily blunted. Historically, teachers have attempted to bring students to control certain critical linguistic features--mainly verb and pronoun forms--as one way of acquiring what was perceived to be "the" standard English. Current efforts tend to follow this path, although with a revised set of attitudes among teachers and students. As Section Three of this Basic Report will show, the focus on critical linguistic features is still dominant. Accompanying this focus is the fallacious assumption that someone who merely avoids "ain't" and "he don't" in his discourse will speak a standard English. This is unfortunate in that a dialect is intricate and subtle, and the avoidance of critical linguistic features is only one step in acquiring a standard English.

Although information about the various regionally standard English dialects is not complete, we do have a great deal of information from which to proceed. We should utilize the current information and attempt to keep abreast of future studies which will reveal more fully the characteristics of standard English dialects.

ISSUE TWO: WHAT IS NONSTANDARD ENGLISH?

The descriptors which have been applied to the nonstandard dialects spoken in the United States are considerably more controversial than those dealing with standard English. Three main questions provoke debate: (a) Are nonstandard dialects different or are they deficient? (b) Are the differences at the surface structure level or are they at the deep structure level? and (c) Is there such a thing as "Black Dialect"?

The first sub-issue: "Are nonstandard dialects different or are they deficient?" has been partially treated in Chapter One of this report. The answer provided by the literature reviewed was that linguistically nonstandard dialects are different, NOT deficient.

In spite of the literature to the contrary, numerous references to "language deficient" children can be found in the literature. The language-deficiency hypothesis is most fully articulated by Carl Bereiter and Siegfried·Engelmann. They view the child as coming to school functionally without language, at least without a language which will suffice for academic learning. Children, therefore, must be taught a wide range of concepts such as color, spatial relationships (up, down, over), and numerical classification, as well as such verbal concepts as tense, number, and conditionality. There are others who share this view--or at least use the term deficient in describing children's language. Hubbard and Zarate, for example, in a report on the progress made in Head Start programs report that "the culturally disadvantaged child is usually verbally deficient with respect to society as a whole" (22). Lee claims that we are better off with a deficiency model than a different model (30). Deutsch, also closely associated with deprivation theory, has an intervention model based on the hypothesis that environment plays a major role in the development of cognitive skills and in the functional use of intellectual capabilities. He feels disadvantaged children have intellectual deficits which may be overcome by use of remedial measures (13). Ryckman, in a comparison of information processing abilities of middle and lower class Negro kindergarten boys, found that cultural deprivation is essentially language deprivation (36). Whiteman, in studying the effects of social class and race on children's language and intellectual abilities, uses a deprivation index. Concurring with Bereiter, Englemann, and Deutsch, Whiteman feels that preschool intervention may prevent the accumulation of deficits early in a child's life (43). Mickelson's study, "Cumulative Language Deficit Among Indian Children" presents data to suggest that there are language deficiencies in Indian children (33).

As noted in Chapter One, however, most linguists do not concur with the view of deficient language development among speakers of nonstandard English. They assert that the language development of speakers of nonstandard English is NOT deficient or inferior--it is merely different.

This disagreement may represent a semantic problem. If it were always clearly stated that the nonstandard speaker is deficient in a standard English--that may be granted. Conversly, however, it would have to be granted that standard speakers are deficient in a nonstandard dialect. But to assume that the language of the nonstandard speaker is deficient, or that his reasoning powers are lessened by the language he uses, is to ignore linguistic data. As Abrahams has noted, "We must begin by admitting that the idea of linguistic deprivation or pathology, an idea calculated to assuage the consciences of unsuccessful teachers of standard English, is utterly meaningless" (1). Baratz has shown that whites are deficient in nonstandard English (3) and has written several articles which attack the deficiency theory (3), (4), (5), (6), (7), and (8). Others who have written against the deficiency model include Brooks (10), Cazden (12), Ecroyd (14), Erickson (15), Feigenbaum (17), Johnson (26), Labov (28), Politzer (35), Schneider (37), Stewart (41), Valentine (43), and Wolfram (45), (47).

One of the most forceful statements against the deficiency theory is posited by William Labov who calls the deficiency thesis wrong and corrupting. Labov says that the Bereiter-Englemann view is based on ignorance of the nature of language, ineptness in experimental techniques, and simply bad observation of children as they are in any but threatening contexts, such as classrooms or interviews with supposedly "large friendly interviewers." Most damaging of all, says Labov, is that this view of children tends to become a self-fulfilling prophecy: If you believe the child is deficient, then soon he will believe it too (28).

Another straight forward attack of the deficiency model is Valentine's: "It's either brain damage or no father: The false issue of deficient vs. difference models of Afro-American behavior." A case study of a black child who was hastily diagnosed and institutionalized as brain damaged, retarded, and psychotic was used to illustrate the point that distorting notions of the deficient and different Afro-American subculture have led White psychologists and guidance counselors to incorrectly diagnose behavior in Black children. A bicultural model, rather than the oversimplified deficit model, is a preferable conceptual framework (43).

Although the literature does contain several instances where speakers of nonstandard dialects are labeled deficient, the well-informed educator should remember the linguistic principles set forth in Chapter One of this report and consider the term deficient to be applicable only to the lack of skills in a standard English, not the lack of skills in general language facility.

Two key articles are available for those wishing to study this controversy in greater detail. Baratz and Baratz, in "Early Childhood Intervention: The Social Science Base of Institutional Racism," point out that genetic racists and social pathologists are guilty of the same offense: assuming that difference from the norm means inferiority. On the contrary, linguistic analysis of Black nonstandard speech makes the retention of genetic or environmental pathological deficient theories impossible (8). Wolfram in "An Appraisal of ERIC Documents on the Manner and Extent of Nonstandard Dialect Divergence" examines eleven ERIC documents dealing with the deficiency and the difference theories. In this overview, Wolfram summarizes the positions of Deutsch, John, Osser, Cazden, Baratz, Povich, and Skinner. He concludes that those advocating the difference theory rather than the deficiency theory have the soundest arguments (45).

A second sub-issue involved in the descriptors applied to nonstandard dialects "Are the differences at the surface or the deep structure level?" arises from the writings of Loflin who maintains that the Black nonstandard speaker, at least, speaks the way he does because of certain deep structure differences such as in the use of verbs (31), (32). Some linguists, like Bailey and Stewart, believe that these differences may arise from Creole language backgrounds (2), (41). If the differences found in nonstandard dialects are indeed at the deep structure level, this would suggest that programs of instruction should not deal with particular features (e.g., multiple negation, non-use of standard English tense and number markers, etc.) but should rather approximate teaching a complete, systematically different dialect from the one the student is using.

Most linguists feel that while Loflin's thesis is thought provoking, the differences between standard English and most nonstandard dialects are merely surface differences and that the deep structure of the two is presumably the same. As Hendrickson has stated, except in the most extreme cases, differences are confined to surface rather than to deep structure (20). The view that most of the syntactic differences between nonstandard and standard English are explainable in terms of transformational rules which define surface structure and that the deep structure components of the dialects are virtually identical has been supported by Frentz (18), Labov (28), Smitherman (40), and Wolfram, Fasold and Shuy (46).

The third sub-issue relates to the question "Is there a phenomenon called Black English?" meaning a distinct dialect spoken only by Black Americans (but by no means all Blacks). While it appears that there are certain features used almost exclusively by certain Black speakers, (e.g., he my friend, he be my friend), most of the nonstandard features used by Blacks are widely distributed among other racial/ethnic groups (e.g., ain't, he done it, etc.). Even the features ascribed primarily to Black speakers have been observed in samples of Caucasian speakers, but with far less frequency. The arguments range from not a different dialect--to some differences--to all differences.

Houston examined the speech of Negro children in Northern Florida and found two "genre" of English: Black English and White English.

She did not find a Black dialect, but varieties within the genre. The two varieties were: educated and uneducated. They were further characterized as school register and non-school register, each of which could include more than one style. The non-school register was characterized by longer utterances, more rapid speech, lower pitch, less stress, inventive and playful use of words, and greater variety of content. She suggested that Black English and White English differed principally in phonology (21).

Wolfram, in "Black/White Speech Differences Revisited" did identify definite Black/White speech differences which could not be dismissed as statistical skewing. However, the extent of the differences was not as great as is frequently claimed and almost all differences were at the surface level (46). The existence of nonstandard Negro dialect has been established by both educators and linguists. According to Johnson, there is no doubt this dialect exists (24). A basic assumption of the Urban Language Study of the Center for Applied Linguistics is that nonstandard Negro dialect differs systematically from standard English in grammar, phonology, and lexicon (11).

Shuy found that characterization of Negro speech as a distinct variety of speech was confirmed; correct identification of Negro speakers from taped samples of both Negro and White speakers was made over 80% of the time (38). Recent linguistic research has demonstrated that the speech patterns of southern Negroes constitute a legitimate dialect of English with grammatical and phonological rules which are somewhat different from general American English (29). Research has supported the existence of Black English, according to Fasold (16). The language does have a linguistic structure which is clearly distinguishable from standard English (14).

Abrahams supports the existence of a Black English and suggests that the crux of the difference is not strictly phonological or grammatical but cultural. There are crucial differences between Black English and standard English in terms of the rules, boundaries, and expectations carried into the communicative encounter. Black English is not just a linguistic system; it is the expressive system of the Black culture. There are both linguistic and non-linguistic differences. Some important paralinguistic features include: Elongation of words or raising pitch level for emphasis, use of a wide range of vocal effects from falsetto to false bass to growl, unexpected slowing or speeding of delivery, and emphasizing unexpected syllables or words (1). This emphasis on style as well as linguistic content has been made by others including Smitherman (40).

Loflin goes so far as to argue that since the differences are at the deep structure level, Negro nonstandard will show a grammatical system which must be treated as a foreign language (16). Most articles and reports support the existence of a Black dialect. The major issue seems to be just how numerous and how significant these differences are.

REFERENCES - Issues in Teaching a Standard English: Descriptions of Standard and Nonstandard Dialects

* 1. Abrahams, R. D. The white community and black culture. Paper presented at the workshop on issues of community and research group relationships of the National Institute of Child Health and Human Development, New Orleans, March 1970.

2. Bailey, B. L. Some aspects of linguistics on language teaching in disadvantaged communities. Elementary English, 1968, 45, 570-579. Also in ERIC: ED 023 073.

3. Baratz, J. C. A bi-dialectal test for determining language proficiency. Available from ERIC: ED 020 519.

4. Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

* 5. Baratz, J. C. Language and cognitive assessment of Negro children - assumptions and needs. San Francisco: American Psychological Association, 1968.

* 6. Baratz, J. C. Who should do what to whom...and why? Florida FL Reporter, 1969, 7(1), 75-77, & 158-159.

7. Baratz, J. C. & Baratz, S. S. The social pathology model: Historical bases for psychology's denial of the existence of Negro culture. Paper presented at the annual meeting of the American Psychological Association, Washington, D. C., 1969. Also in ERIC: ED 035 678.

8. Baratz, S. S. & Baratz, J. C. Early childhood intervention: The social science base of institutional racism. Harvard Educational Review, February, 1970.

9. Bereiter, C. & Engelmann, S. Language learning activities for the disadvantaged child. New York: Anti-defamation League of B'nai B'rith. Also in ERIC: ED 020 002.

10. Brooks, C. K. Some approaches to teaching standard English as a second language. Elementary English, November 1964, 728-733.

11. Carroll, W. S. & Feigenbaum, I. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, September 1967, 31-39. Also in ERIC: ED 015 479.

12. Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Report 1966, Harvard Research and Development Center on Educational Differences, Cambridge, Massachusetts.

13. Deutsch model-Institute for Developmental Studies. Report 1968, New York University. Available from ERIC: ED 020 009.

14. Ecroyd, D. H. Negro children and language arts. Reading Teacher, 1968, 21(7), 624-629. Also in ERIC: ED 023 539.

15. Erickson, F. D. F'get you honky: A new look at black dialect and the school. Elementary English, 1969, 46, 495-499, & 517.

16. Fasold, R. W. Distinctive linguistic characteristics of black English. In J. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University Press, 1970.

*17. Feigenbaum, I. Developing fluency in standard oral English. Elementary English, 1970, 47, 1053-1059.

18. Frentz, T. S. Children's comprehension of standard and Negro nonstandard English sentences. Speech Monographs, 1971, 38, 10-16.

19. Green, W. D. Language and the culturally different. English Journal, 1965, 58(4), 724-733, 740.

20. Hendrickson, R. H. ESL--who needs it? English Record, April 1971, 47-52.

21. Houston, S. H. A sociolinguistic consideration of the black English of children in Northern Florida. Language, 1969, 45(3). Also in ERIC: ED 026 627.

22. Hubbard, J. L. & Zarate, L. T. Final report on head start evaluation and research--1966-1967 to the institute for educational development. Section 4, an exploratory study of oral language development among culturally different children. Report no. IED-66-1, August 1967, Child Development Evaluation and Research Center, Texas University, Austin. Also in ERIC: ED 019 120.

23. Hurst, C. G. Psychological correlates in dialectolalia. Cooperative Research Project no. 2610. Washington, D. C.: U. S. Office of Education, 1965.

24. Johnson, K. R. The influence of nonstandard Negro dialect on reading achievement. English Record, April 1971, 148-155.

*25. Johnson, K. R. Should black children learn standard English? Viewpoints, 1971, 47(2).

26. Johnson, K. R. Teachers attitudes toward the nonstandard Negro dialect--let's change it. Paper presented at the NCTE convention, Washington, D. C., 1969.

27. Keislar, E. R., Stern, C., Lombard, A., Trevor, G., Gonick, T., & Gupta, W. Instruction of socioeconomically handicapped pre-school children in the use of language to increase academic aptitude. In W. A. Stewart, Research in progress: Social dialects of English. Report no. 3, 1967, Center for Applied Linguistics, Washington, D. C.

28. Labov, W. The logic of non-standard English. *Florida FL Reporter*, 1969, *7*(1), 60-75, & 169.

29. Lane, H., Caroline, L., & Curran, C. The perception of general American English by speakers of southern dialects. Report, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor.

30. Lee, R. R. Preliminaries to language intervention. *Quarterly Journal of Speech*, 1970, *56*, 270-276.

31. Loflin, M. D. Negro nonstandard and standard English: Same or different deep structure? Center for Research in Social Behavior, March 1969, University of Missouri, Columbia.

32. Loflin, M. D. A note on the deep structure of nonstandard English in Washington, D. C. Washington, D. C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 010 875.

33. Mickelson, N. I. & Galloway, C. G. Cummulative language deficit among Indian children. Paper presented at the seventh Canadian Conference on Educational Research, Victoria, British Columbia, 1969.

34. Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. Monograph no. 6, 1968, Center for Research and Development on Educational Differences, Harvard University, Cambridge.

35. Politzer, R. L. Auditory discrimination and the "disadvantaged" deficit or difference. *English Record*, April 1971, 174-179.

36. Ryckman, D. B. Comparison of information processing abilities of middle and lower class Negro kindergarten boys. Report no. BR-6-1784, 1967, Center for Research in Language and Behavior, Michigan University, Ann Arbor. Also in ERIC: ED 017 924.

37. Schneider, M. Black dialect: The basis for an approach to reading instruction? *Educational Leadership*, 1971, *28*(5), 543-549.

38. Shuy, R. W. Subjective judgments in sociolinguistic analysis. Paper presented at the 20th annual Round Table Meeting on Linguistics and Language Studies, Georgetown University, Washington, D. C., March 1969. Also in ERIC: ED 027 523.

39. Sledd, J. Bi-dialectalism: The linguistics of white supremacy. *English Journal*, 1969, *58*(9), 1307-1315.

40. Smitherman, G. Dialects and the teaching of reading. Paper presented at the NCTE convention, Las Vegas, 1971.

41. Stewart, W. A. Color versus competence in the management of Negro dialect. Paper presented at the NCTE convention, Washington, D. C., 1969.

42. Stewart, W. A. Observations on the problems of defining Negro dialect. Washington, D. C. : Center for Applied Linguistics, 1966.

43. Valentine, C. A. It's either brain damage or no father: The false issue of deficit vs. difference models of Afro-American behavior. Paper presented in part at the annual American Psychological Association convention, Washington, D. C., September 1969. Also in ERIC: ED 035 707.

44. Whiteman, M. et al. Some effects of social class and race on children's language and intellectual abilities. Revision of paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, March 1965. Also in ERIC: ED 022 540.

*45. Wolfram, W. An appraisal of ERIC documents on the manner and extent of nonstandard dialect divergence. Available from ERIC: ED 034 991.

46. Wolfram, W. Black/white speech differences revisited: A preliminary report. Washington, D. C.: Center for Applied Linguistics, 1969.

47. Wolfram, W. A. The nature of nonstandard dialect divergence. _Elementary English_, 1970, _47_, 739-748.

48. Wolfram, W. A. Underlying representations in black English phonology. _Languages Sciences_, April 1970, 7-12.

*See annotated bibliography at the end of Section Two.

CHAPTER SEVEN--ISSUES: IS LEARNING A STANDARD ENGLISH IMPORTANT?

Issue Three: Should students be taught a standard English?

Until recently, teachers rarely asked whether there was value in learning a standard English dialect. It was assumed that because this was the "correct" way to speak, standard English (like mathematics) was inherently right and therefore valuable. However, studies of regional and social dialects have lead to a more relativistic view of the value of dialect, and have raised the question: Is speaking a standard English valuable; and if so, in what ways and for what reasons?

AGAINST TEACHING A STANDARD ENGLISH. Some linguists and educators feel that learning a standard English is not necessary and that it may, in fact, be harmful. Probably the most vocal speaker against bi-dialectalism is James Sledd. In an often quoted article, "Bi-dialectalism: The Linguistics of White Supremacy," Sledd states:

> The basic assumption of bi-dialectalism is that prejudices of middle-class whites cannot be changed but must be accepted and indeed enforced on lesser breeds. Upward mobility, it is assumed, is the end of education. But white power will deny upward mobility to speakers of Black English who must therefore be made to talk white English in their contacts with the white world.
>
> The bi-dialectalist, of course, would not be so popular with government and the foundations if they spoke openly of the supremacy of white prejudice; but they make it perfectly clear that what they are dealing with deserves no better name. No dialect, they keep repeating, is better than any other--yet poor and ignorant children must change theirs unless they want to stay poor and ignorant. (69).*

He suggests that we are initiating children into a world of hyper-correction, insecurity, and linguistic self-hatred. Psychological consequences are likely to include nervous affectation, self-distrust, distrust for everyone not equally afflicted with the drive to get ahead, and eventual frustration by the discovery that the reward for so much suffering is intolerably small. At worst a Black speaker of standard English will be cut off from other Blacks, still not accepted among Whites, and economically no better off than he was before. Furthermore, northern employers and labor leaders dislike Black faces but use Black English as an excuse for not hiring Negroes (69). Sledd reiterates that bidialectalism is in the interest of the privileged and leads the nonstandard speaker to despise himself and his way of life (68). The effort to make students bidialectal is immoral and should not be tolerated--even if it were possible, which it is not at the present time (69).

---

*This same position is re-iterated in an article which appeared after the compilation of materials for this report: Sledd, J. Double-speak: Dialectology in the service of big brother. College English, January 1972, 33(4), 439-456.

Kaplan, likewise, charges that standard English is too often taught as a vehicle for assimilation and standardization of the individual within the culture (38) and Plumer comments on the "moral" issue of whether schools should attempt to teach a standard dialect (61).

Kochman presents several reasons why a standard English is not necessary and should not be taught: (a) bidialectalism does not develop the ability of a person to use language; it sacrifices individual language growth, (b) the input in time and effort is prodigious and the results are often negligible, (c) the importance of standard English has been exaggerated; there are several factors in getting a job which take precedence over ability to perform in standard English such as labor supply and demand, race, membership in the dominant group, and educational level. Like Sledd, he also feels that we do not have much chance of succeeding in our efforts, even if they were worthwhile, since the two major teaching problems associated with learning a second dialect, motivation and reinforcement, are social in nature (42).

Lee claims that the "barrier postulate" imposed by speaking a nonstandard dialect has not been proven and that since content is more important than the dialect in which it is delivered, dialect modification should give way to communication training (49). He feels dialect modification is objectionable in its social application and is intellectually flacid in an analysis of human communication (48). Cline, concurring with this view, states that what most interviewees say in response to an interview question is far more important, as a cue, than the combination of what they look like, what the voice sounds like, and how they act or move (15). His findings are strikingly different from those reported by Putnam and O'Hearn, Labov, Harms, Tucker, and Lamberts, as will be discussed in the last half of this chapter.

O'Neil feels that we are misusing linguistics in the classroom and that we should be working to eradicate the language prejudices and language mythology which currently exist rather than attempting to change student's speech (59).

Two major themes are present in the preceding arguments against teaching a standard English. First, most of the authorities cited indicate that bidialectalism is morally wrong and should not be taught because it may be psychologically damaging, may alienate nonstandard speakers from their sub-culture, may not result in better jobs or greater social opportunities, and may indeed be a form of racism compelling speakers of nonstandard dialects to conform to a standard which is not consistent with the cultural pluralism the United States presumable values.

The second theme is that it is not possible to teach students a second dialect, or, at least it is not an efficient use of time in school. Support for this view is provided by the arguments that (a) linguistic descriptions of nonstandard dialects are not complete, (b) there are no available materials with proven effectiveness, (c) the students have little motivation to learn a standard English, (d) because of the limited social interaction of standard and nonstandard speakers, there is little opportunity for the nonstandard speaker to use the standard dialect, and (e) effort directed toward achieving bidialectalism could more profitably be spent on developing the child's capability of using the range of styles afforded by his dialect.

IN FAVOR OF TEACHING A STANDARD ENGLISH. A number of educators and linguists concur with the view of Walter Loban that "unless they can learn to use standard English, many pupils will be denied access to economic opportunities or entrance to many social groups" (52). Representative of statements by linguists on the usefulness of standard English dialects is that of Harold B. Allen who observes that many people are denied entrance to the Great Society "because they are handicapped socially, educationally, and vocationally through their restriction to nonstandard varieties of English" (1). This is essentially the view of Raven McDavid (55), (56), William Labov (43), (45), William Stewart (72), Lee Pederson (60), and many others.

Professional organizations such as the National Council of Teachers of English, the Center for Applied Linguistics, and various Project English Centers and Curriculum Development Centers throughout the country have expressed similar concern. Others who cite the importance of the standard dialect include Salisbury who states "although many would like to see the monolithic structure of society altered to allow cultural pluralism to flourish, it should be realized that for at least the next generation, large segments of minority citizens will remain in a socially and economically disadvantaged status, penalized because their life styles and languages differ from the establishment norm. With standard English they will have greater social acceptance and mobility, a broader range of options, and greater ability to compete on an equal footing with other members of the main stream society (65). Slager, likewise, points out that in the school systems of the United States, which assume that every child should be given equal opportunity, it is our responsibility to see that all of the students are able to control the prestige dialect when it is to their advantage to do so (67). According to Stewart, a variety of English conforming to the norms of standard English is required for many educational purposes and in many vocational situations (72). One of the most forceful statements was made by William Labov in a speech at the Georgetown Roundtable Conference on Linguistics, "There is nobody on this panel or in this room, I am sure, who would advise that a child speaking a nonstandard diaelct should not be given every opportunity to learn the standard dialect. We all realize he needs this in order to have access to the scientific literature and to become a full member of the community."

Six main points can be isolated from the arguments set forth by those who advocate teaching nonstandard-speaking students a standard English as an additional dialect.

1. Standard English is the prestige dialect of the United States. As noted by Baratz and other educators and linguists, one variety of language invariable becomes the standard, in all countries. Since some dialects are considered more valuable than others in certain contexts, linguistic relativity does not take into account the social reality (5), (6). This same observation has been made by Marckwardt who states: "Those who have urged the establishment of a functional bidialectalism as part of the school language program have been charged with hyprocrisy and sometimes worse...." Marckwardt continues: "In general, however, these attacks have been uninformed and naive. Some of them restate positions which any competent student of the language already holds. This is especially true of those who insist that all dialects possess equal value and have an equal right to their existence as media of communication. As far as I know, no linguist has ever called this into question, but no linguist in his right mind could possibly say that all have equal prestige, and there is little point in insisting upon the self-deception that they do" (53). Others who point out the socially limiting effect of nonstandard dialects include: Bailey (3), Billiard (8), Caselli (14), Cromach (17), Fasold (22), (24), Garvey and Baldwin (26), Green (27), Hoffman (32), Johnson (37), McDavid (56), McNeil (57), Pederson and Stewart (60), Plumer (61), Williams (78), Williamson (79), and Wolfram (80).

As Spolsky points out, a paramount purpose of an educational system is to make it possible for its graduates to take a place in society, which presupposes their being able to effectively control the language of that society (71). McDavid concurs in his comment that it would be naive to assume that a better command of standard English would in itself solve all the frustrations of our volatile urban minorities, but it is certain that the lack of this command is one of the major causes of such frustration, both in school and on the job. He feels we can expect these frustrations to continue as long as teachers of English fail to realize the amount of stigma attached to the language practices of these minority groups (56). Plumer, in a comprehensive reveiw of the literature on the language problems of disadvantaged children, presented historical evidence that achieving the standard dialect is an important milestone in an individuals' general social progress and that nonstandard dialects had the effect of limiting or confining those who used them (61).

In addition to the statements made by educators and linguists, there is some research to support the contention that nonstandard dialects are often perceived negatively. Bouchard found that children were aware of the social significance of language difference as early as ten or eleven years old (9). Children rated middle-class White speech highest, lower-class White speech next, and lower-class Black speech lowest. Bryden's study revealed a number of phonetic distortions by speakers which were used to correctly predict racial identification (12). Buck found that Negro and White dialectal variations had a statistically significant effect on the attitudes of college students (13). Cohen, Labov, et al presented data indicating a strong difference between the relative prestige of various speech forms as judged by White and Negro listeners (16). Harms found that listeners were able to distinguish among speakers according to status at the .01 level of significance. Those rated as high status were believed most credible, low status least credible, also significant at the .01 level (31). In a factor analytic study of attitudes, Naremore found that people did make inferences based on speech, that these inferences were often very stereotyped, and that variations in social status corresponded to variations in speech, which in turn corresponded to variations in listener's attitudes toward the speaker (58). Tucker's statistical analysis of White and Negro listeners' reactions to various American-English dialects showed that dialect differences are significant. The most apparent trend was a nearly unanimous selection of the network speakers as being most favorable by both groups of judges. This dialect group was considered most favorable by the Negro judges on every trait, and by the White judges on twelve of the fifteen traits (76). In a study of the pygmalion effect in the classroom, Williams presented research reflecting the degree to which speech characteristics of children were related to teacher attitudes. His results indicated a definite, but only moderate, statistical relation between ratings of the stereotypes and ratings of the children (79).

2. Learning a standard English need not b[illegible]hologically damaging

or alienating. If the child's nonstandard dialect is criticized or ridiculed, there could be a chance of damaging his self-identity. However, there is no evidence to indicate that teaching him an additional dialect, with all respect accorded to his own dialect, will result in psychological damage. This view is held by experts such as Baratz who states that it is fallacy to believe students will necessarily come to devalue their own dialect (5), (6), by Brooks who states it is not necessary for them to reject their first language (10), and by Hudson who says that not having control of a standard English may be damaging to a student's self-esteem since the acquisition of verbal skills in standard English is absolutely essential to the child's success in school and later in the world of work.

Learning a standard English need not be alienating. There should be no alienation from their sub-culture if they retain the ability to operate in the culture and speak the dialect of that culture (33).

3. Standard English is an aid to academic achievement. As Hudson stated, "The acquisition of verbal skills in standard English is absolutely essential to the child's success in school" (33). Also, McDavid states that, "Nonstandard dialect makes academic progress more difficult...a command of standard grammar is one of the minimal touchstones of academic achievement." (55). Others who stress the importance for a standard dialect in academic achievement include Johnson (37), Bailey (3), Maxwell (54), Baratz (5), (6), and Labov (46). As Baratz has pointed out, nonstandard English may hinder development of

oral skills and may make the task of learning to read more difficult (6). Research on reading as related to nonstandard English shows that the speaker of a nonstandard dialect faces extreme difficulty in learning to read a dialect which in many respects is almost a foreign language to him. Reading difficulties encountered by speakers of nonstandard dialects are described and discussed by Baratz and Shuy (7), Broz (11), Davis (19), Fasold (23), Goodman (27), Labov (44), Lloyd (51), McDavid (56), Stewart (73), Wolfram and Fasold (81). See Chapter Eleven for further discussion.

Another area in which the speaker of a nonstandard dialect may have difficulties is in understanding spoken standard English. Lane and others determined that some aspects of the Negro dialect lead to differences in perception of spoken messages. Speakers of the southern Negro dialect were less accurate when attempting to comprehend standard English than were Caucasian students from the same geographic area and of the same socio-economic level (47). In school a child could be severly handicapped by such differences. In a democracy, where the democratic processes are conducted largely in standard English, such a limitation could have serious consequences.

4. Standard English is helpful to economic advancement. Caselli noted that proficiency in standard English is deeply involved with obtaining and holding most jobs (14). The relationship between dialect spoken and employability was investigated to provide an empirical basis for the Job Corps speech training programs. This study indicated that: (a) there are critical speech skills that differentiate between the employable and the non-employable and (b) that 3/4 of Job Corpsmen have deficiencies in one or more such skills (29). Other direct

evidence indicates that the use of a nonstandard dialect will lead to limitations on employment and on advancement within employment. Roger Shuy studied the responses of Washington, D. C. employers to taped discourses of Negro nonstandard speakers from several socio-economic groups. The employer's ratings of the speaker's employability were analyzed, and Shuy concluded that nonstandard speech systematically affects employability or at least job placement within businesses and corporations. The conclusion was reached that generally reactions of employers to taped speech samples were fairly consonant with the idea generally perpetrated by classrooms of America, namely, that the level of speech used is directly proportionate to employability...those who were judged unemployable were invariably those with a lesser degree of standard English (66). Findley arrived at essentially the same conclusion through similar techniques (25). In a summary of the proceedings of the working conference on language development in disadvantaged children, Gussow states that the basic language goal for disadvantaged children should be literacy in standard English so they will become employable (30).

Other linguists and educators who stress the economic importance of a standard English include H. Allen (1), V. Allen (2), Billiard (8), Cromach (17), Fasold (24), Garvey and Baldwin (26), Hudson (33), Johnson (37), King (39), Loban (52), McDavid (56), McNeil (57), Salisbury (65), and Stewart (72).

5. Standard English facilitates communication. Since language is used to communicate, it is reasonable to assume that a common language would facilitate communication. According to Dillard, we all need to learn the Consensus Dialect (20). In agreement, King states: "I believe that effective communication is THE most vital force in determining an

individual's personal and social fulfillment...It is my carefully considered opinion that the most powerful educational weapon in that struggle [war on poverty] is in teaching English as a second language to pupils of a foreign language background" (39). Shirley McNeil observes that "The limits of my language are the limits of my world" (57). Donelson points out that sympathetic instruction in standard English as the "universal" dialect will enable students to communicate easily in situations where the standard dialect may be necessary (21). Crosby reminds us that language is power. Lincoln, Stevenson, and Kennedy are cited as examples of men who have had such power, a power we need to develop in all students (18). Likewise, Spolsky states: "A paramount purpose of an educational system is to make it possible for its graduates to take a place in society, which presupposes their being able to control effectively the language of that society." (71).

6. Teaching students a standard English is NOT racist. According to many Black educators, NOT teaching a standard English is a form of racism. McNeil is one who considers not teaching children a standard English to be an extreme form of racism. She considers the acceptance of nonstandard speech without providing language instruction in standard English to be educational genocide. Further, individuals who argue against second dialect teaching obviously are not aware that slum children already are isolated and alienated from the world long before they enter school. The segregated nature of the ghetto itself means that from birth the child has been separated from the main stream of American life and culture;

therefore it is incumbent upon teachers to help children become bidialectal. Several students with whom McNeil talked were adament about not wanting to speak their Black dialect in school. The students perceived the teachers' acceptance of their dialect as a ploy to keep them subservient and inferior. McNeil's summary maintained that:

> Witholding educational advantages from a disadvantaged child is a subtle form of discrimination and prejudice. Regardless of the terminology used to discuss the rationale for this approach, I perceive that it is a classic example of deluded professional thinking which is condescending, degrading, and particularly damning for disadvantaged youth (57).

McDavid observes that nonstandard English may make it easy for employers to justify discrimination on the grounds that customers will not be able to understand the prospective employee (55). Hoffman points out that bidialectalism is not the linguistics of white supremacy. He states we are dealing with a stereotype which does provide correct identification in the great majority of cases and which therefore has a firm basis in social reality (32). Green has referred to the Negro dialect as the last barrier to integration and insists that Blacks need to learn a standard English (27). Johnson feels that the acquisition of a standard English must precede and contribute to the eradication of racism by broadening the range and number of vocational opportunities for Blacks (37).

Some recurring support for the importance of standard English can be found in the above statements: (a) Standard English carries prestige and allows one access to certain social groups. (b) Learning a standard English need not be psychologically damaging or alienating. (c) Standard English is needed for achievement in school. (d) Standard English is helpful economically. (e) Standard English facilitates communication. and (f) Learning a standard English is not racist.

CONCLUSION

Whether learning a standard English will, indeed, open doors to nonstandard speakers is not certain. Nevertheless, the weight of informed opinion, the stated wishes of parents and students, and the appearance of the economic and social situation suggest that there is value in learning a standard English. Based upon professional observation and limited research it appears that speakers of nonstandard dialects are, or may be, hindered academically, economically, and socially.

REFERENCES - Issues In Teaching a Standard English: Is Learning a Standard English Important?

1. Allen, H. B. Expanding frontiers in dialect study. Paper presented at the annual convention of NCTE, Honolulu, 1967. Also in ERIC: ED 021 837.

* 2. Allen, V. F. Teaching standard English as a second dialect. Florida FL Reporter, 1969, 7(1), 123-129, & 164.

3. Bailey, B. L. Response to speeches of Dr. Goodman and Miss McNeil. Paper presented at NCTE convention, Washington, D. C., 1969.

4. Banmaman, V. Generating oral language skills for young nonstandard English speakers. Paper presented at NCTE convention, Atlanta, 1970.

5. Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

* 6. Baratz, J. C. Who should do what to whom...and why? Florida FL Reporter, 1969, 7(1), 75-77, & 158-159.

7. Baratz, J. C. & Shuy, R. W. Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

8. Billiard, C. E. Dialect features affecting the social mobility and economic opportunities of the disadvantaged in Ft. Wayne, Indiana. Dissertation Abstracts International, 1970, 30, 4962A.

9. Bouchard, E. L. Psycholinguistic attitude study. Included in Studies in language and language behavior, Progress report no. 8, February 1969, Center for Research on Language and Language Behavior, Michigan University, Ann Arbor. Also in ERIC: ED 028 436.

10. Brooks, C. K. Some approaches to teaching standard English as a second language. Elementary English, November 1964, 728-733.

11. Broz, J. J., Jr. Trends and implications of current research in dialectology. Available from ERIC: ED 010 690.

12. Bryden, J. D. An acoustic and social dialect analysis of perceptual variables in listener identification and rating of Negro speakers. Final report, July 1968, Dept. of Speech and Pathology and Audiology, Virginia University, Charlottesville. Also in ERIC: ED 022 186.

13. Buck, J. F. The effects of Negro and white dialectal variations upon attitudes of college students. Speech Monographs, 1968, 2, 181-186.

14. Caselli, R. Keys to standard English. Elementary School Journal, 1970, 71(2), 86-89.

15. Cline, V. B. Person perception from the standpoint of an empiricist. Paper presented at the American Psychological Association convention, San Francisco, September 1968.

16. Cohen, P. S., Labov, W., & Robins, C. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City--an outline of research results. Project Literacy Reports no. 7, September 1966, Cornell University, Ithaca, New York, 13-17.

17. Cromack, R. E. The functional nature of social dialects: Social change and the teaching of black English. The English Record, April 1971, 74-82.

18. Crosby, M. English: New dimensions and new demands. Elementary English, 1966, 43, 327-332.

19. Davis, A. Teaching language and reading to disadvantaged Negro children. In E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

20. Dillard, J. L. How to tell the bandits from the good guys, or what dialect to teach. Florida FL Reporter, 1969, 7(1), 84-85, & 162.

21. Donelson, K. L. Teaching standard English as an alternate dialect. Arizona English Bulletin, 1969, 12(1), 11-16. Also in ERIC: ED 035 656.

22. Fasold, R. W. Distinctive linguistic characteristics of black English. In J. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

23. Fasold, R. W. Orthography in reading materials for black English speaking children. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

24. Fasold, R. W. What can an English teacher do about nonstandard dialect? The English Record, April 1971, 82-91.

25. Findley, C. A. Social acceptability and employability: An experimental study of the effect of structural maturity and four grammatical features on judgments of employability. Unpublished doctoral dissertation, University of Minnesota, 1971.

26. Garvey, C. & Baldwin, T. A self-instructional program in standard English: Development and evaluation. Report no. R-50, September 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 032 536.

27. Goodman, K. S. Dialect barriers to reading comprehension. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969. And in E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

28. Green, G. C. Negro dialect, the last barrier to integration. *Journal of Negro Education*, Winter 1963.

29. Gropper, G. L., Short, J. G., Holland, A. & Lievergott, J. Development of a program to teach standard American English to speakers of nonstandard dialects. Report, American Institutes for Research, Pittsburgh.

30. Gussow, J. & Bailey, B. L. Summary of the proceedings of the working conference on language development in disadvantaged children. Yeshiva University, New York, October 1965. Also in ERIC: ED 010 777.

31. Harms, L. S. Listener judgments of status cues in speech. *Quarterly Journal of Speech*, 1961, *47*, 164-166.

32. Hoffman, M. J. Bi-dialectalism is not the linguistics of white supremacy: Sense versus sensibilities. *English Record*, April 1971, 95-102.

33. Hudson, H. Foreward. In M. Imhoof (Ed.), *Viewpoints*, 1971, *47*(2).

34. Jacobson, R. Cultural linguistic pluralism. Unpublished paper. State University of New York, Cortave, New York.

35. Johnson, K. R. The influence of nonstandard Negro dialect on reading achievement. *English Record*, April 1971, 148-155.

36. Johnson, K. R. Pedagogical problems of using second language techniques for teaching standard English to speakers of nonstandard Negro dialect. *Florida FL Reporter*, 1969, *7*(1), 78-80, & 154.

37. Johnson, K. R. Should black children learn standard English? In M. Imhoof (Ed.), *Viewpoints*, 1971, *47*(2).

38. Kaplan, R. B. On a note of protest (in a minor key): Bidialectalism vs. bidialectism. *College English*, 1969, *30*(5), 386-389.

39. King, J. B. The most powerful educational weapon in our war on poverty: Teaching English to environmentally handicapped pupils and to pupils of foreign language background. Paper presented at the TESOL conference, New York, March 1966. In *On teaching English to speakers of other languages*, Series III, proceedings of the TESOL conference.

40. Kitzhaber, A. R. A mature attitude toward usage. Language curriculum VI, student version. Report no. CRP-H-149-86, Oregon University, Eugene, Oregon. Also in ERIC: ED 015 919.

41. Kochman, T. Reading, culture and personality. *Florida FL Reporter*, 1970, *8*(1 & 2), 24-26, & 49.

42. Kochman, T. Social factors in the consideration of teaching standard English. *Florida FL Reporter*, 1969, *7*(1), 87-88, & 157.

43. Labov, W. The non-standard vernacular of the Negro community: Some practical suggestions. In Language education for the disadvantaged, Report no. 3, June 1968, NDEA. Also in ERIC: ED 016 947.

44. Labov, W. Some sources of reading problems for Negro speakers of nonstandard English. In. A. Frazier (Ed.), Directions in elementary English. Urbana: NCTE, 1967.

45. Labov, W. Stages in the acquisition of standard English. In R. W. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965.

*46. Labov, W. The study of non-standard English. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 024 053.

47. Lane, H., Caroline, L. & Curran, C. The perception of general American English by speakers of southern dialects. Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor.

48. Lee, R. R. Preliminaries to language intervention. Quarterly Journal of Speech, 1970, 56, 270-276.

49. Lee, R. R. The social evaluation of speech: Implications from the laboratory to the classroom. Unpublished paper, 1971, Florida State University.

50. Lin, S. C. Disadvantaged student or disadvantaged teacher? English Journal, 1967, 56(5), 751-756.

51. Lloyd, D. Sub-cultural patterns which affect language and reading development. In B. J. Weiss (Ed.), Language, linguistics and school programs, Urbana: NCTE, 1963, 37-54.

*52. Loban, W. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

53. Marckwardt, A. H. The concept of standard English. In The discovery of English, NCTE distinguished lectures. Urbana: NCTE, 1971.

54. Maxwell, J. C. "To the editor," riposte. English Journal, 1970, 59(4).

55. McDavid, R. I., Jr. The cultural matrix of American English. Elementary English, January 1965, 13-21.

*56. McDavid, R. I., Jr. Social dialects and professional responsibility. College English, 1969, 30(5), 381-385.

57. McNeil, S. Stop the 'bad trips' with language arts accountability in the megalopolis. Paper presented at the NCTE convention, Washington, D. C., 1969.

58. Naremore, R. Teachers' judgments of children's speech: A factor analytic study of attitudes. Speech Monographs, March 1971, 38, 17-27.

59. O'Neill, W. Paul Roberts' rules of order: The misuse of linguistics in the classroom. Urban Review, 1968, 2(7), 12-17.

60. Pederson, L. A. & Stewart, W. A. Nonstandard Negro speech in Chicago. In Non-standard speech and the teaching of English, Language information series no. 2. Washington, D. C.: Center for Applied Linguistics, 1964.

*61. Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. Monograph no. 6, 1968, Center for Research and Development on Educational Differences, Harvard University, Cambridge, Massachusetts.

62. Pooley, R. C. Teaching usage today and tomorrow. English Journal, 1967, 56(5).

63. Putman, G. N. & O'Hern, E. M. The status significance of an isolated urban dialect. Language dissertation no. 53. Language, 1960, 31(4).

64. Report of the National Advisory Commission on Civil Disorders. New York: New York Times Company, 1968, 449.

*65. Salisbury, L. Role playing: Rehearsal for language change. TESOL Quarterly, 1970, 4(4), 331-336.

66. Shuy, R. W. Employee selection, training, promotion: Pitfalls of good intentions. A prepublication version of a paper presented at the CAL-NCTE convention, February 1970.

67. Slager, W. R. Contemporary issues in English. In R. F. Hogan (Ed.), The English language in the school program. Urbana: NCTE, 1966.

68. Sledd, A. E. Anticipating and using cultural patterns in the classroom. Paper presented at the NCTE convention, Atlanta, 1970.

*69. Sledd, J. Bi-dialectalism: The linguistics of white supremacy. English Journal, 1969, 58(9), 1307-1315.

70. Sledd, J. On not teaching English usage. English Journal, November 1965.

71. Spolsky, B. ESOL and Bilingual education. Paper presented at annual meeting of the American Council for the Teaching of Foreign Languages, New Orleans, 1969. Also in ERIC: ED 036 785.

72. Stewart, W. A. Facts and issues concerning black dialect. English Record, April 1971, 121-135.

73. Stewart, W. A. On the use of Negro dialect in the teaching of reading. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

74. Strickland, D. S. Black is beautiful vs. white is right. Paper presented at NCTE convention, Atlanta, 1970.

75. Troike, R. C. Social dialects and language learning: Implications for TESOL. TESOL Quarterly, 1968, 2(3). Also in ERIC: ED 024 036.

76. Tucker, G. R. & Lambert, W. E. White and Negro listeners' reactions to various American-English dialects. Social Forces, 1969, 47, 463-468.

77. Williams, F. Language in the classroom: Studies of the pygmalion effect. English Record, April 1971, 108-113.

78. Williams, F. Psychological correlates of speech characteristics: On sounding 'disadvantaged.' Journal of Speech and Hearing Research, September 1970, 13, 472-488.

79. Williamson, J. V. The speech of Negro high school students in Memphis, Tennessee. In W. A. Stewart Research in progress: Social dialects of English. Report no. 3, 1967, Center for Applied Linguistics, Washington, D. C. Also in ERIC: ED 021 210 (final report, June 1968).

80. Wolfram, W. Sociolinguistic implications for educational sequencing. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 029 281.

81. Wolfram, W. A. & Fasold, R. W. Toward reading materials for speakers of black English: Three linguistically appropriate passages. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

*See annotated bibliography at end of Section Two.

CHAPTER EIGHT--ISSUES: HOW AND WHEN SHOULD A STANDARD ENGLISH BE TAUGHT?

If one accepts the premise that it is the school's responsibility to provide the opportunity for all students to learn a standard English, there are other issues which must be resolved.

Issue Four: How should a standard English be taught to students?

There are two basic approaches to teaching a standard English. The first approach is to correct, change, replace, or remediate the nonstandard dialect. Beryl Bailey, for example, suggests that students need to change their dialect if they want to learn a standard English. Since it is extremely difficult to become bidialectal, it is hypocritical to say we are providing an alternative language which students can use when needed. Bailey, therefore, advocates language change, accomplished with understanding of both the students and their language (5).

Shirley McNeil advocates early corrective training in a standard English (46) as do most authors who adhere to the language deficiency concept, including Bereiter, Englemann, and Deutsch.

The majority of educators, however, feel that correction, change, replacement, and remediation are NOT the best approach to take. The direction indicated by Harold Allen that an additive or bidialectal approach is the most fruitful avenue to follow in teaching a standard English is representative of most educators and linguists. Dr. Allen states that:

> Although there are still those persons who seem to advocate a ruthless replacement of the nonstandard variety by standard, the weight of evidence from psychology and linguistics as well as from the related discipline of the teaching of English as a

> second language, argues rather that standard English should be taught to these people as a second dialect without prejudice to their first dialect. The goal is addition, not substitution (1).

As Gill points out, standard English can be developed most effectively by adding it to students' resources rather than by replacing "bad English" with "good English." Attempting to replace nonstandard English is a contributing cause to alienation of the student in the classroom (25). Others who criticize the corrective or remediation approach and advocate an additive approach include Baratz (8), Blaine (9), Carroll and Feigenbaum (13), Casseli (14), Cromach (16), Dillard (17), Feigenbaum (20), Galvan (23), Johnson (30), (32), Lin (37), Schiller (38), Goodman (38), Loban (39), McDavid (45), Politzer (48), Robinett (49), Rystrom (51), and Stewart (55).

The additive approach has been described by a variety of terms. Some writers call for augmentation: Allen (1), Garvey and Baldwin (24), Johnson (30), Maxwell (43), Politzer (48). Some call for bidialectalism or the second dialect approach: H. Allen (1), Garvey and Baldwin (24), Johnson (31), Leaverton (35), Maxwell (43), Politzer (48), B. Robinett (49), R. Robinett (50), Rystrom (51), and Shuy, (52), (53), (54). Some call for alternative dialects: Donelson (18), Feigenbaum (20), and Johnson (28), (32). Some call for expansion: H. Johnson (27), Goodman (38), and Strickland (56). Other terms which have been used include: J. Allen's conservation (2), Fasold and Shuy's bi-loquialism (19), Johnson's supplement (29), and Shuy's diglossia (52). The essence of the additive approach, no matter what it is technically called, is summed up by Troike's statement that in language learning it must be made clear to the child that the choice of dialect is a matter of social appropriateness and expediency rather than one of right versus wrong or good versus bad (57). Using this statement as a guideline helps students to increase and expand their use of language. The terminal objective, as stated by Virginia French Allen, is linguistic versatility (3). The methods which are best suited to achieve this goal will be discussed in Section Three of the report.

Issue Five: When should students be taught a standard English?

Once the issues of whether or not to teach a standard English and how to approach the teaching of this standard English are resolved, an additional question needs to be answered. When should this teaching begin? The opinions on this issue are varied, as might be expected.

Several linguists and educators, including Bailey (4), (6), Bannaman (7), Baratz (8), Caselli (14), Bordie (10), McNeil (46), and Troike (57), contend that teachers should begin to teach a standard English as early as possible. Bordie feels that the time of birth is the ideal starting time for second language learning, for only by starting at this early age can proper performance in pronunciation be accomplished. Also, by starting this early, practice can be sequenced over a period of years (10). Troike also favors very early instruction:

> To the oft-repeated objection that the first-grade child is too innocent of the social world around him to appreciate the significance of dialect differences, I can only reply, "nonsense." We should not wait until the child is six to begin that training, for by then he will have lost the four most crucial years in the language-learning process, but rather we should start working with children at the ages of two and three, in order to help them achieve the fullest development of their linguistic capabilities. When we realize that most academic casualities are made before the first grade, we can't afford to wait. There is no time to lose (57).

McNeil, likewise, advocates early training, especially for disadvantaged youth, when she states: "I consider delaying remedial instruction until a child enters secondary school to be educational genocide" (46).

Other writers advocate waiting until the upper elementary grades, but starting before adolescence: Corbin (15), Lennenberg (36), Malmstrom (42), and Politzer (47). The NCTE Task Force recommends that direct instruction in standard English should begin no earlier than the intermediate elementary grades (15). Malmstrom cites the NCTE recommendation and then suggests that the teaching should be accomplished in the elementary school since the ability to learn a language "like a native" freezes at adolescence (42). Lenneberg presents evidence that primary acquisition of language is predicated upon a developmental stage which is quickly outgrown at the age of puberty: "Between the ages of three and the early teens the possibility for primary language acquisition continues to be good...after puberty...it quickly declines (36)."

Politzer provides research-based evidence that students should not be taught a second dialect until at least the upper elementary grades: "The results of this study show some evidence that it may be most profitable to begin such training some time during the upper grades of the elementary school. It is at this age that the ability to recognize and overtly label standard and nonstandard speech seems to be taking shape (47)."

There are others who contend that teaching a second dialect should not begin until the student enters secondary school and has the maturity to decide whether he wants or needs to learn a standard English. Advocates of this position include Burling (12), Feigenbaum (21), K. Johnson (29), (31), and Labov (34). Labov notes that the social perceptions of speech stratification start to match the adult norms about the ages of fourteen or fifteen (34). This approximates the findings of Politzer (47). Feigenbaum also feels that it is not until secondary school that students are aware of social appropriateness; if a student is too young to understand appropriateness, teaching a standard English and when to use it will be very difficult and perhaps fruitless (21). Burling, likewise, states: "I am dubious about our prospects for success in teaching the production of standard colloquial English in the early grades...I think the schools would have more hope of success with high school age children than with children in the early grades, for by then a student could make his own choice" (12).

SUMMARY

If the decision to teach a standard English has been made, there are further issues to be resolved: How should the students be taught and when? The majority of the research studies and professional opinions favor using an additive approach rather than a corrective or replacement approach. The evidence on when to teach a standard English is not as easily interpreted. There are strong arguments for beginning early; there are equally strong arguments for waiting until at least the upper elementary grades.

REFERENCES - Issues in Teaching a Standard English: How and When Should A Standard English be Taught?

1. Allen, H. B. Expanding frontiers in dialect study. Paper presented at the annual convention of NCTE, Honolulu, 1967. Also in ERIC: 021 837.

2. Allen, J. Ranger Rick, the linguist, or conservational grammar for the disadvantaged child. Paper presented at the annual convention of NCTE, Atlanta, 1970.

3. Allen, V. F. Teaching standard English as a second dialect. Florida FL Reporter, 1969, 7(1), 123-129, & 164.

4. Bailey, B. L. Response to speeches of Dr. Goodman and Miss McNeil. Paper presented at NCTE convention, Washington, D. C., 1969.

5. Bailey, B. L. Social dialects and the teaching of English. In English for the junior high years. Urbana: NCTE, 1969, 79-92.

6. Bailey, B. L. Some arguments against the use of dialect readers in the teaching of initial reading. Florida FL Reporter, 1970, 8(1 & 2), 8 & 47.

7. Banmaman, V. Generating oral language skills for young nonstandard English speakers. Paper presented at NCTE convention, Atlanta, 1970.

8. Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

9. Blaine, R. English comes alive. American Education, 1970, 6(5), 26-28.

10. Bordie, J. C. When should instruction in a second language or dialect begin? Elementary English, 1971, 48(5), 551-558.

11. Burks, A. & Guilford, P. D. Wakulla county oral language project. Elementary English, May 1969, 46(5), 606-611.

12. Burling, R. Standard colloquial and standard written English: Some implications for teaching literacy to nonstandard speakers. Florida FL Reporter, 1970, 8(1 & 2), 9-15, & 47.

13. Carrell, W. S. & Feigenbaum, I. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, September 1967, 31-39. Also in ERIC: ED 015 479.

14. Caselli, R. Keys to standard English. Elementary School Journal, 1970, 71(2), 86-89.

*15. Corbin, R. & Crosby, M. (Eds.) Language programs for the disadvantaged. Urbana: NCTE, 1965.

16. Cromack, R. E. The functional nature of social dialects: Social change and the teaching of black English. English Record, April 1971, 74-82.

17. Dillard, J. L. How to tell the bandits from the good guys, or what dialect to teach. Florida FL Reporter, 1969, 7(1), 84-85, & 162.

18. Donelson, K. L. Teaching standard English as an alternate dialect. Arizona English Bulletin, 1969, 12(1), 11-16. Also in ERIC: ED 135 656.

*19. Fasold, R. W. & Shuy, R. W. (Eds.) Teaching standard English in the inner city. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720.

*20. Feigenbaum, I. Developing fluency in standard oral English. Elementary English, 1970, 47, 1053-1059.

21. Feigenbuam, I. Using foreign language methodology to teach standard English evaluation and adaptation. Florida FL Reporter, 1969, 7(1), 116-122, 156-157.

22. Francis, W. N. Brown-Tougaloo English project. Final report, July 1970, Rockefeller Foundation, Providence, Rhode Island.

23. Galvan, M. Speech given to the meeting of trainers of teacher trainers, July 19, 1971, Minneapolis.

24. Garvey, D. & Baldwin, T. A self-instructional program in standard English: Development and evaluation. Report no. R-50, September 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 032 536.

25. Gill, K. (Ed.) Continuing education for a new English. Area 3 English report, November 1966, County superintendents, Publication and Curriculum Development Committee, Auburn, California.

26. Houston, S. H. Child black English in Northern Florida: A sociolinguistic examination. Report no. BR-6-2869, September 1969, Southeastern Education Laboratory, Atlanta, Georgia. Also in ERIC: ED 035 879.

27. Johnson, J. J. Teacher attitude and ghetto language. In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

28. Johnson, K. R. A comparison of traditional techniques and second language techniques for teaching grammatical structures of standard oral English to tenth grade Negro students who speak a nonstandard dialect. Dissertation Abstracts International, 1969, no. 69-9026.

*29. Johnson, K. Nonstandard Negro dialect-effects on learning. Chicago: Instructional Dynamics Inc., 1971. (Series of five tapes).

30. Johnson, K. R. Pedagogical problems of using second language techniques for teaching standard English to speakers of nonstandard Negro dialect. Florida FL Reporter, 1969, 7(1), 78-80, & 154.

*31. Johnson, K. R. Should black children learn standard English? In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

32. Johnson, K. R. Teacher attitudes toward the nonstandard Negro dialect--let's change it. Paper presented at NCTE convention, Washington, D. C., 1969.

33. Labov, W. The non-standard vernacular of the Negro community: Some practical suggestions. In Language education for the disadvantaged, report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C. Also in ERIC: ED 016947.

34. Labov, W. Stages in the acquisition of standard English. In R. W. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965.

35. Leaverton, L. et al. Psycholinguistics oral language program: A bidialectal approach. Experimental edition, part 1. Chicago: Chicago Board of Eudcation, 1968. Also in ERIC: ED 034 970.

36. Lenneberg, E. H. Biological foundations of language. New York: John Wiley and Sons, Inc., 1967. Also in ERIC: ED 015 480.

37. Lin, S. C. Disadvantaged student or disadvantaged teacher? English Journal, May 1967, 56(5), 751-756.

38. Linguistics and the language arts, special report. Grade Teacher, March 1969.

39. Loban, W. D. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

*40. Malkoc, A. M. & Roberts, A. H. Bi-dialectalism: A special report from CAL/ERIC. English Journal, February 1971, 60, 279-288.

41. Malmstrom, J. Love me or leave me but don't waste the time: Dialects in today's schools. English Record, April 1971, 102-108.

42. Malmstrom, J. Teaching linguistically in elementary school. Florida FL Reporter, Spring/Fall 1970, 8(1 & 2), 31 & 48.

43. Maxwell, J. C. To the editor, riposte. English Journal, April 1970, 59(4).

44. McDavid, R. I., Jr. A checklist of significant features for discriminating social dialects. In E. L. Evertts Dimensions of dialect. Urbana: NCTE, 1967, 7-10.

*45. McDavid, R. I., Jr. Social dialects and professional responsibility. *College English*, February 1969, *30*(5), 381-385.

46. McNeil, S. Stop the bad trips with language arts accountability in the megalopolis. Paper presented at NCTE convention, Washington, D. C., 1969.

47. Politzer, R. L. Developmental aspects of the awareness of the standard/nonstandard dialect contrast. Research and development memorandum no. 72, February 1971, Stanford Center for Research and Development in Teaching, Stanford University, California.

*48. Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, California.

49. Robinett, B. W. Teacher training for ESD and ESL: The same or different: In J. Alatis (Ed.), *Monograph series on languages and linguistics*, no. 22, Washington, D. C.: Georgetown University, 1969.

50. Robinett, R. F. & Bell, P. W. *English target series*. New York: Harcourt, Brace and World, 1968.

51. Rystrom, R. C. Testing Negro standard English dialect differences. *Reading Research Quarterly*, 1969, *4*, 500-511.

*52. Shuy, R. W. Bonnie and Clyde tactics in English teaching. *Florida FL Reporter*, 1969, *7*(1), 81-83, 160-161.

53. Shuy, R. W. Detroit speech: Careless, awkward, and inconsistent, or systematic, graceful and regular? Urbana: NCTE, 1968. Also in ERIC: ED 022 155.

54. Shuy, R. Locating the switching devices of oral language. Unpublished paper. Center for Applied Linguistics, Washington, D. C.

55. Stewart, W. A. (Ed.). *Non-standard speech and the teaching of English*. Washington, D. C.: Center for Applied Linguistics, 1964.

56. Strickland, D. S. Black is beautiful vs. white is right. Paper presented at NCTE convention, Atlanta, 1970.

57. Troike, R. C. Social dialects and language learning: Implications for TESOL. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 024 036.

*See annotated bibliography at the end of Section Two.

ANNOTATED BIBLIOGRAPHY FOR SECTION TWO

This bibliography contains selected references which deal with the issues involved in teaching a standard English. They are coded to refer to the specific issues included in the chapter indicated.

Code:

6. What is standard English? What is nonstandard English?
   Are nonstandard dialects different or deficient?
   Are the differences surface structure or deep structure differences?
   Is there a Black dialect?
7. Should students be taught a standard English?
8. How and when should students be taught a standard English?

Abrahams, R. D. The advantages of black English. Florida FL Reporter, 1970, Spring/Fall, 27-30, & 51. (6).

Abrahams first dispells many false notions of linguistic deprivation or pathology. He then stresses the importance of the varieties (codes) used in Black English and the need for an analytic framework which would permit examination of patterns of communicative interaction larger than simple linguistic difference. He points out numerous examples of the expressive system of Black English and gives reasons for the persistance of Black English.

Allen, V. F. Teaching standard English as a second dialect. Florida FL Reporter, 1969, 7(1), 123-129, & 164. (7).

This article outlines the trends in teaching a standard English to speakers of other dialects and describes some second-language techniques as they may be applied to dialect differences. Linguistic versatility is stressed as the goal of second dialect teaching, and the importance of working on truly critical features to reach that goal is brought out. The historical basis of many nonstandard features is discussed. Also discussed are the art of conducting meaningful drills, role playing, and reading and writing. The article is ideal for the relatively uninitiated.

Baratz, J. C. Language and cognitive assessment of Negro children--assumptions and research needs. American Speech and Hearing Association, March 1969, 2(8). Also in ERIC: ED 022 157. (6).

Baratz begins by describing the three major types of professionals involved with describing the language abilities of children: (1) educators, (2) psychologists, and (3) linguists, and then points out how some educators and psychologists mistakenly believe children who speak nonstandard dialects to be verbally destitute or unable to function cognitively. The article contains a reference list of sources from linguistics and anthropological studies.

Baratz, J. C. Who should do what to whom...and why? *Florida FL Reporter*, 1969, *7*(1), 75-77, & 158-159. (6), (7).

Baratz first discusses the different-deficient argument and concludes that the language of the nonstandard speaker is not deficient, it is merely different. She then cites several reasons for teaching a standard English: (1) it doesn't necessarily make the student devalue his own dialect, (2) in refusing to teach standard English we cut off even further his possibility of entering the mainstream of American life, (3) it hinders his development of oral skills and makes his task of learning to read considerably more difficult. The article concludes with a discussion of what a competent teacher needs to know about language and culture to do an effective job of teaching a standard English to speakers of nonstandard dialects.

Corbin, R. & Crosby, M. (Eds.) *Language programs for the disadvantaged.* Urbana: NCTE, 1965. (8).

Although this book was written in 1965, several of the findings and recommendations of the NCTE Task Force on Teaching English to the Disadvantaged are still relevant in the 1970's. The book is divided into six parts: (1) The Task Force and the problem, (2) programs for the disadvantaged--at all grade levels, (3) findings, (4) points of view, (5) recommendations, and (6) appendixes. The general recommendations made by the Task Force should be of interest to all those involved in teaching a standard English to disadvantaged students.

Fasold, R. W. & Shuy, R. W. (Eds.) Teaching standard English in the inner city. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720. (8).

This book contains articles by leaders in the field who advocate using an additive approach to teach a standard English to all students. The articles provide not only theoretical information, but a wealth of practical commentary on teaching a standard English. Included are: (1) William Stewart's "Foreign Language Teaching Methods in Quasi-Foreign Language Situations;" (2) Joan Baratz's "Educational Considerations for Teaching Standard English to Negro Children;" (3) Ralph Fasold and Walt Wolfram's "Some Linguistic Features of Negro Dialect;" (4) Irwin Feigenbaum's "The Use of Nonstandard English in Teaching Standard: Contrast and Comparison;" (5) Walt Wolfram's "Sociolinguistic Implications for Educational Sequencing;" and (6) Roger Shuy's "Teacher Training and Urban Language Problems." Several of these articles have been listed separately in this annotated bibliography. The book is invaluable to teachers involved with teaching a standard English.

Feigenbaum, I. Developing fluency in standard oral English. *Elementary English*, 1970, *47*, 1053-1059. (6), (8).

After attacking the deficit theory and advocating teaching a standard English as an alternate dialect, Feigenbaum comments on promising techniques which can be used in teaching a standard English, and on the importance of discussing appropriateness and motivation with the students. He sees the task as one of teaching the recognition and mastery of alternate linguistic forms for use in appropriate situations. Translation is one of the principle pedagogical techniques involved, focusing on one pattern at a time and proceeding systematically. The article concludes with a bibliography.

Johnson, K. Nonstandard Negro dialect-effects on learning. Chicago: Instructional Dynamics Incorporated, 1971. (Series of five tapes) (8).

These tapes illustrate why nonstandard Negro English should be supplemented by a standard English. The tapes show that Negro culture is simply different, not inferior to middle class white culture. Johnson gives a succinct summary of Negro nonstandard phonology and grammar which is enhanced by his ability to shift dialects. The tapes would provide good general background on Black dialects for elementary, secondary and college methods teachers.

Johnson, K. R. Should black children learn standard English? In M. Imhoof (Ed.), *Viewpoints*, 1971, *47*(2). (6), (7), (8).

Johnson presents a very convincing argument that Black children must learn a standard English because Black dialect handicaps the children who speak it academically, socially, and vocationally. Teaching a standard English will broaden the range and number of vocational opportunities for Blacks. He cites some reasons for our lack of success in teaching a standard English and then advocates using the bidialectist approach since it recognizes the legitimacy of Black dialect and the phenomenon of interference. Included at the end of the article is a five step summary of the second language approach which includes: (1) Recognizing the difference between standard and nonstandard English, (2) hearing the standard English, (3) discriminating between the two forms, (4) reproducing the target feature, and (5) drilling orally on the feature.

Labov, W. *The study of nonstandard English*. Urbana: NCTE, 1970. Also in ERIC: ED 024 053. (7).

Labov first discusses the general nature of language and then presents some of the most important findings of sociolinguistics during the past few years. He discusses the role of the school in relation to the nonstandard speakers and concludes that one of the fundamental problems is the cultural conflict symbolized by nonstandard dialects rather than any lack of logic or structure. The last section of the article focuses on what educators can do in the classroom. The intent of the selection is to make the teacher aware of the language spoken by the nonstandard speaker, to help the teacher observe the language more accurately, and to adapt his own materials and methods to fit the actual problems encountered. A 36 item bibliography is appended.

Loban, W. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653. (7).

Loban's purpose is to clarify the most crucial language difficulties of speakers of nonstandard dialects to enable teachers to plan an effective, efficient program for teaching a standard English. He discusses and lists several examples of the nonstandard oral usages found in students in grades K-9. Loban suggests speakers of nonstandard dialects may be helped by drill on usage, especially the verb to be. There is no object in drilling all pupils on the same skill, he says they should be drilled only on those features with which they have difficulty.

Malkoc, A. M. & Roberts, A. H. Bi-dialectalism: A special report from ERIC/CAL. English Journal, February 1971, 60, 279-288. (6), (7), (8).

The authors present a selection of documents from ERIC providing up-to-date information on the current views concerning instruction in standard English as well as materials available for the classroom and general reference sources. They conclude that the field is broad and controversial and the issues complex, that linguists aren't in agreement in defining language characteristics, and that linguists and psychologists aren't in agreement on how language is learned or what approach to take with a nonstandard dialect speaker. Several key articles are summarized.

McDavid, R. I., Jr. Social dialects and professional responsibility. College English, February 1969, 30(5), 381-385. (7), (8).

McDavid points out that university English departments have neglected the urgent problems of social dialects and suggests that they encourage systematic research in the field.

Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), Language and poverty - perspectives on a theme. Chicago: Markham, 1970. (6), (7).

Plumer presents a well-organized, concise, comprehensive review of the literature on language problems of the disadvantaged. He deals with several aspects of the problem, including learning to read, general language development, and social status. Although no research is given to support the assumption, he presents historical evidence that achieving the standard dialect is at least an important milestone in an individual's general social progress and that nonstandard dialects have the effect of limiting or confining those who use them. Plumer also notes that researchers and theorists alike agree on the need for rich and varied language experience as an essential condition for successful reading. A bibliography is included.

Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center Research and Development in Teaching, Stanford University, California. (8).

This report is divided into five sections, each having relevance for the classroom teacher and for the college methods teacher. The first section describes the role of the native dialect and calls for an augmentation approach rather than an attempt at eradication. The second section presents a definition of standard English. The third section outlines special considerations concerning the pupil--both in motivation and aptitude. The fourth section discusses teaching methodology stressing the audio-lingual approach and its chief pedagogical instruments. The fifth section deals with teacher training and the necessity of the teacher to have knowledge of the structural differences between the target language and the native language of the pupil. A bibliography is included.

Salisbury, L. Role playing: Rehearsal for language change. TESOL Quarterly, December 1970, 4(4), 331-336. (7).

Salisbury presents convincing arguments for teaching a standard English since for at least the next generation large segments of minority citizens will remain in a socially and economically disadvantaged status, penalized because their life styles and languages differ from the establishment norm. Teachers of English as a Second Language and Teachers of English as a Second Dialect should seek to broaden the linguistic versatility of their students, giving them greater social acceptance and mobility, a broader range of options, and greater ability to compete on an equal footing with other members of the mainstream society. He then goes on to show how role playing can provide a link between the classroom drill and the real life situation.

Shuy, R. W. Bonnie and Clyde tactics in English teaching. Florida FL Reporter, 1969, 7(1), 81-83, & 160-161. (8).

An analogy is drawn between Bonnie and Clyde and those who want to eradicate nonstandard dialect. Shuy presents three currently popular approaches to the problem of nonstandard English (1) eradication (2) biloquialism--which he suggests is a more neutral term than bidialectal, and (3) teaching nonstandard to standard speakers. He presents social and intellectual goals which can be achieved by learning a standard English. In discussing materials currently being used to teach a standard English, Shuy voices concern that the majority of the materials rest on the uneasy assumption that TESOL methods will work with speakers of nonstandard dialects, and that most current materials deal with pronunciation while the evidence seems to point out that the grammatical features are the most important. Shuy then gives five questions he feels all English teachers should answer as they attempt to teach a standard English to nonstandard speakers.

Sledd, J. Bidialectalism: The linguistics of white supremacy. English Journal, 1969, 58(9), 1307-1315. (7).

In this frequently quoted article, Sledd attacks bidialectalism, offering arguments as to why teaching nonstandard speakers a standard English is immoral and racist and should not be tolerated even if it could succeed. He gives several reasons why teaching standard English is doomed to failure and how teacher's time might be better spent.

Wolfram, W. An appraisal of ERIC documents on the manner and extent of nonstandard dialect divergence. Available from ERIC: ED 034 991. (6).

Wolfram examines and evaluates eleven ERIC documents dealing with the deficiency theory and the difference theory. He illustrates how the deficit model violates some of the basic assumptions about language held to be true by linguists. The articles examined were by Deutsch, John, Osser, Cazden, Baratz, Baratz and Povich, and Skinner. A bibliography is included.

SECTION THREE

IMPLEMENTATION IN THE CLASSROOM

INTRODUCTION

The mandate to schools to provide students with the means of social mobility, including control of a standard English, is well established and widely accepted despite limited protestations that, since all dialects are equally respectable, the school has no responsibility to teach a standard English to speakers of nonstandard dialects.

Linguistic scholarship has begun to particularize the fact that all people speak dialects and that each dialect has regular observable features. But, being aware of, or having a knowledge about, dialects is only part of the answer. Providing teachers with information about what to do in the classroom is an even more pressing problem. Learning technologies needed for augmenting (adding to) the student's repertoire of linguistic choices are presently being developed and refined. Current practices in usage correction appear to be largely ineffective. Extensive research has demonstrated the ineffectiveness of formal grammar study. Written, blank-filling usage exercises, another common method, appear rather futile, particulary for the nonstandard speaker, though little direct research has been done on the effectiveness of the technique.

Linguists, in addition to characterizing the speech of ethnic and social dialect groups, have begun to develop dialect training systems, largely based on oral/aural techniques, similar to those used in teaching English to speakers of other languages (TESOL). Experimental research into teaching a standard dialect (TESOD) using such oral/aural techniques has been promising but not conclusive.

The following section describes selected methods and materials currently used in dialect augmentation at both elementary and secondary levels as well as several of the more promising dialect augmentation programs.

CHAPTER NINE--METHODS

The historical view of dialects suggested that differences were "errors" which needed to be "corrected." Studies investigating the efficacy of "correcting" usage "errors" via the traditional means of formal grammatical study are numerous and fairly conclusive. Too many studies have been conducted to include in this report. A revealing and concise statement made on the subject is found in a review of the research conducted prior to 1960: "Summaries of research in the teaching of language have consistently concluded that there is no shred of evidence to substantiate the continued emphasis on grammar prevalent in most classrooms" (104). Sherwin's more recent report, "Research and the Teaching of English," reiterates the ineffectiveness of diagramming and formal grammar instruction (105). Hoffman, in his criticism of traditional language arts teaching methods, states that they are not only ineffective, they may even be harmful, at least when used with disadvantaged Afro-American children (57).

A large portion of the responsibility for the historically ineffective practice of "correcting" usage "errors" must be taken by publishers and authors of texts. As Bostain observed, "About nine-tenths of the statements about language in the textbooks disregard what people say....Textbooks are full of dream-world statements about what things might be like if only English-speaking people would shape up--if they would quit using English the way they do and start using it some other way" (16). Based on his analytical studies, Pooley has made similar criticisms of textbooks (93).

LANGUAGE ENRICHMENT

During the mid-sixties the field of education sought to find answers for newly realized problems of the culturally disadvantaged. A number of investigators found that language development could be improved when particular attention was paid to language enrichment activities. Marion Blank, in a short range study, investigated the cognitive gains in "deprived" children as a function of an individual teaching procedure using language for abstract thinking and found a rapid, marked gain in IQ for the experimental group (15). John L. Carter evaluated the long range effects of a linguistic stimulation program upon Negro educationally disadvantaged first-grade children and found very significant gains by the experimental group in IQ, mental age, and language age, but no significant difference in reading ability (24).

Language enrichment programs in New York (Higher Horizons) and Detroit (Detroit Improvement Program) have concentrated both on the stimulation of children through broadening their experiences and on the aspiration level while simultaneously using oral experiences as a way of producing higher scores on standardized tests (47).

Many studies reported under language enrichment are associated with Project Head Start, a pre-school intervention program apparently designed to make up for alleged deficiencies in children and their home environments. While this orientation has been condemned by linguists as adhering to the deficiency theory, it is doubtful that practitioners who attempted to provide stimulating experience for children were motivated by a deficiency concept. They were doing what primary schools have always done for children--except earlier. Daniel and Giles reported that Project Head Start participants displayed greater oral language development than non-Head Start participants (29).

Positive gains were also found in other Head Start Projects: In Kansas modeling was used and positive gains in language abilities were reported (18). In Tulane, positive gains were reported in reading (119), and in Dade County, Florida, positive gains were reported in language skills (82). However, at Texas University no significant gains were reported (60). Numerous Head Start projects and the results are reported in Hellmuth's "Disadvantaged Child: Head Start and Early Intervention" (53).

TESOL METHODS

Another procedure used in teaching a standard English to speakers of other dialects has been to apply the methods and materials used for teaching English to speakers of other languages. Several writers have attacked the use of such methods (54), (62), and (103). Specifically, Jacobsen stresses that teaching a standard dialect requires methodology different from and separate from English as a second language (ESL) (54).

Scott has reported several substantial attacks on the efficacy of oral practice in learning foreign langages, attacks which suggest that oral/aural techniques are insufficient for both TESOL and TESOD programs. Scott does not suggest that TESOL techniques should be abandoned in favor of written materials and grammatical analysis (the classical methods of foreign-language learning), but rather that a better analysis should be made of the nature of learners, the subject matter, and the learning environment for language and dialect learning (103).

Despite attacks upon the oral/aural methods derived from foreign language learning programs, the weight of current opinion is that these techniques can and should be adapted for second dialect learning. Among the linguistics and educators who advocated use of TESOL methods in teaching a standard English are V. Allen (1), (2), Bailey (7), Brooks (17), Carrol and Feigenbaum (22), Davis (31), Francis (39), K. Johnson (63), (64), (65), Loflin (75), Stewart (115), and Willink (120).

Limited research has also indicated the effectiveness of TESOL methods for use in second dialect teaching. K. Johnson, in a comparison of traditional techniques and second language techniques for teaching grammatical structures of standard oral English to tenth-grade Black students speaking nonstandard dialect, compared the use of traditional methods and TESOL methods for two groups. In Group One, students using the TESOL methods scored significantly higher than students using traditional methods (.05 level); in Group Two, those using TESOL methods also scored significantly higher than those using traditional methods (.01 level) (63).

Willink compared two methods of teaching English to Navajo children. The mean score of the children taught by TESOL methods was significantly higher than the mean score of the comparison group (.01). It was suggested that under continued instruction by the TESOL method, general academic achievement on standardized tests would improve; further that such improvement would be increased if the theoretical requirements for optimal implementation of TESOL methods were more nearly fulfilled (120).

CAUTIONS

Several educators and linguists have stated that although many TESOL techniques are applicable to second dialect teaching, there are differences which must be recognized and accommodated: V. Allen (1), Carroll and

Feigenbaum (22), K. Johnson (64), McDavid (81), Politzer (92), Povey (94), Stewart (114), and Troike (118).

K. Johnson stresses that the greatest problems when using TESOL techniques for second dialect learning are teacher attitudes and maintaining student interest (64). Troike emphasizes the crucial difference between receptive and productive competence in second dialect learning (118). Politzer indicates several parallels between TESOL and TESOD, but cites critical differences in five areas: (a) the role of the native dialect, (b) a definition of the standard, (c) special factors affecting people, (d) teaching methodology, and (e) teacher training (92). Stewart, likewise, concentrates on extensions and modifications of the differences inherent in the two kinds of language instruction (114).

V. Allen's article "A Second Dialect is Not a Second Language" summarizes the similarities and differences between TESOL and TESOD. She notes six points of similarity: (a) the use of contrastive analysis, (b) the acceptance of both language systems as equally valid, (c) the tendency to be structure centered (grammar), (d) the use of a series of small steps each rising out of the one before, (e) the emphasis on habit-formation, and (f) the measure of student success in terms of oral fluency. Similarities also exist in the classroom techniques used for TESOD and TESOL, e.g., the use of standard procedure including mimicry, repetition, and substitution. In spite of these similarities, TESOL techniques should be modified for use in teaching a second dialect. Motivational requirements must be accommodated. The teacher should never start a drill until the student has been shown the need for it. The most crucial difference between TESOD and TESOL is the motivational factor. Allen states that another dimension must be added to pattern practice, a dimension calculated to make the exercise seem worthwhile from the student's point of view. The teacher's attitude toward the language of the nonstandard speaker is another crucial variable in second dialect teaching (1).

CONTRIBUTIONS OF TESOL

Several important contributions have been made by TESOL methodology. One of the most important contributions is the emphasis on contrastive techniques. Most linguists agree that contrastive techniques are extremely important in second dialect learning. Acquisition is facilitated by demonstration of the contrasts between a standard and a nonstandard dialect according to Baratz (9), Belasco (11), Carroll (21), Catford (26), Davis (30), Feigenbaum (38), Furbee (40), Gladney (41), Loflin (75), Politzer (92), Rivers (96), and Stewart (115). Specifically, Politzer has stated that students need a demonstration of the contrasts between standard and nonstandard English which makes it clear that the two are simply alternate and equally legitimate modes of communication (92).

Before contrastive techniques can be employed, the most critical nonstandard features must be described. As Stewart noted, analysis and description of the nonstandard dialect involved is an absolute prerequisite to English teaching (115). The importance of describing the dialect is also emphasized by V. Allen (1), (2), Dillard (34), and Loflin (75).

A major benefit derived from describing the main features of the dialect being studied is that problems of interference between two dialects can be identified and anticipated. The potential difficulties encountered from dialect interference have been mentioned by several authors including Arnold and Wist (6), Bailey (7), Carroll (21), K. Johnson (64), and Saville (102).

K. Johnson observes that interference may not be limited to linguistic interference. Functional interference--i.e., the refusal to learn a standard English because it is "whitey's talk"--may also be operating (64). Saville cites several types of interference which might occur, e.g., linguistic, psychological, cultural, and educational. She includes negative teacher attitudes toward nonstandard language as a source of educational interference (102).

TESOL methodology has also led to the use of the oral/aural approach to language learning. The importance of this approach was stated by J. N. Hook when referring to the English Language Program for the Seventies:

> As English becomes more universal, so does the oral/aural method of teaching it. In United States classrooms, children practice orally those patterns they need, experiment with word order, and gain knowledge of sentence structure. Usage is approached largely through oral practice...(58).

The New York City school's nonstandard dialect program emphasizes oral language at all levels of instruction and incorporates many diversified oral approaches (85).

Numerous studies have been conducted to determine the effectiveness of oral practice. Gupta compared the effectiveness of speaking versus listening in improving the spoken language of disadvantaged children and found that oral responding led to greater gains. He also found that vocabulary was increased and transfer of learning and retention were higher (48). Loban, in work associated with the long-term study of speech patterns of disadvantaged children in the San Francisco area, found that oral practice was more successful than workbook drill in modifying speech patterns (74). In research comparing written drill performance to selected drill performance with a tape recorder, Meyer found improvements in both written and oral usage greater in students using the oral drill approach (84).

Other authors who stress the need for an oral approach to language learning include Belasco (11), Caselli (25), Davis (30), Feigenbaum (36), Francis (39), Furbee (40), K. Johnson (65), Plaister (90), Politzer (92), and Rodney (97). Plaister's "Audio-lingual Methods in the Language Arts Programs" describes several oral/aural techniques which might be used when teaching a standard English.

Rodney recommends the following principles for developing oral language skills: (a) encourage children to express themselves freely and let them do most of the talking (b) allow children to use their own language, and (c) accept the child's language (97).

The sequence to be followed when teaching the communicative skills is also a variable to consider. Francis stated that the most successful mode of instruction is one which initially emphasizes oral repetitive drill, pattern practice with variation, and the gradual introduction of organized facts about the structure of the new language. Reading and writing should be postponed until the student has a command of the phonological system. Francis described the usual sequence of language skills used in TESOL as proceeding from passive to active: hearing-speaking; reading-writing. He recommended the use of this sequence in teaching a standard English. He suggested, however, that the teacher may want to place reading and writing before hearing and speaking to assure that the student actually focuses on specific target features (39). Belasco described three sets of features which can be effectively acquired by an audio-lingual approach using assimilation and testing drills: (a) sound system, (b) morphophonemic system, and (c) basic syntactic structure. The pedagogical pecking order of listening, speaking, reading, writing implies the necessity for developing mastery in aural comprehension and reading, before students can communicate effectively orally or in writing (11). In agreement, Caselli saw this order as being of prime importance. He indicated that although oral practice is vital, it must be preceded by aural understanding and that both aural understanding and oral practice must precede reading and writing practice. He suggested that these guidelines should be followed from the earliest school years (25).

K. Johnson criticized current methods of language teaching for not providing students with enough opportunities for oral drill and for placing too much emphasis on analytical and written drills. He summarized the second language approach in five steps: Students must (a) recognize the difference between standard English and nonstandard English, (b) hear the standard English, (c) discriminate between the two forms, (d) reproduce the target feature, and (e) drill orally on the feature (65).

The importance of applying grammatical concepts was indicated by research conducted by Guthrie on the effects of discrimination drills, grammatical rules, and application of these rules on the acquisition of grammatical concepts. Learning an auditory discrimination of instances and non-instances of the grammatical concept did not facilitate concept formation. Training in the application of the verbalized rule, however, strongly facilitated concept formation (.001) (49).

PATTERN PRACTICE DRILLS

One of the chief pedagogical procedures of the audio-lingual approach is the pattern practice drill. As noted by Politzer, pattern practice usually takes one of three forms (a) repetition exercises in which utterances are simply echoed by the pupil, (b) substitution exercises in which the linguistic construction remains constant but different sentences are produced by substituting words, and (c) transformational or conversion exercises (92).

In a three year experiment at Claflin College, Lin used pattern practice to help well-motivated southern Negro college students acquire control of a standard English in speech and writing. As stated in her tentative conclusions: "Pattern practice, used properly, can provide an answer to the dialect problem... (however)...The student must become keenly aware of the differences between standard and dialect usages." Lin was most successful in increasing the students' awareness of their language problems and in providing them with learning techniques and the self-confidence required for further development (71). Malmstrom found that four types of drills, discrimination, identification, translation, and response, were highly effective with nonstandard speakers (78). Feigenbaum's "Using Foreign Language Methodology to Teach Standard English: Evaluation and Adaption" contained a variety of sample drills. He stated that (a) one foundation of TESOL is the cycle of imitation, repetition, manipulation, and transferring learned patterns to new situations, (b) that plain repetition drills may bore students and do not necessarily lead to improvements, and (c) that teachers should concentrate on contrastive drills, minimal pair drills, and the concept of appropriateness. He suggested that one promising area of TESOL methodology is the question-answer drill. He further suggested that class interest might be increased by having one of the students lead the drills (38).

Suggestions and aids for writing pattern practices were also found in the writings of V. Allen (2), Anthony and Grose (4), Feigenbaum (37), (38), K. Johnson (64), Lin (73), MacLeish (76), (77), Malmstrom (78), Rutherford (99), and Slager (107).

MacLeish advocated that when creating pattern drills, tight control over phonology and vocabulary should be maintained. He emphasized the need for consistency and organization. Five basic operations which can be manipulated, several important principles in the composition of replacement and expansion pattern practice drills, and examples of contrasting "good" and "bad" drills are included (76). In another article, MacLeish discussed the use of questions and directed discourse for developing phonologically correct, habitual responses in approximations of realistic speech situations. He identified four problems which must be considered: (a) the structural comparison between question and answer, (b) controlling the nature and content of the answer, (c) making the drill as realistic and natural as possible, and (d) using questions and answers which are colloquial and realistic, yet, at least at the beginning, are short and simple (77).

Feigenbaum offered procedures for using nonstandard English to teach a standard English through contrast and comparison. He discussed five types of drills: presentation, discrimination, identification, translation, and response. The procedures for using these drills included presentation at a brisk pace with regular rhythm for brief periods of time on a regular basis (ten to fifteen minutes a class period), and in natural standard English (37). K. Johnson also stressed short, interesting, humorous, or provocative drills presented rapidly (64).

OTHER APPROACHES

Other approaches to second dialect, most using oral/aural techniques, have been used.

Language laboratories -- Language Laboratories have been advocated as a means of making oral drills and oral practice more effective and more interesting for students (28), (65), and (91).

Language masters -- In an investigation of the contribution of machine-based instruction to performance of preschool disadvantaged children in specific language skills, Alsworth found that selected word cards presented via a language master positively influenced children's basic language skills (3).

The use of tapes -- Feigenbaum found taped lessons to be significantly effective for aiding students in acquiring features of a standard English (36). Golden used taped lessons to modify the language patterns of nonstandard speaking elementary and secondary students. Positive changes in writing, speech patterns, and self-esteem resulted through the use of taped lessons. In this formal study of elementary school children, the experimental group did almost twice as well as the control group (significant at the .01 level) (43). In two similar investigations by Golden using taped lessons with nonstandard speaking urban primary children, successful results were obtained significant at the .05 level (43), (44). Golden's article, "Slow Learners--Instructional Tapes and Insights," offered advice on the use of tapes for slow learners: (a) keep presentations simple, (b) proceed slowly, (c) sequence the activities, and (d) provide extra practice in listening to and repeating standard English (44).

Role playing -- The use of role playing as an oral approach to language learning was supported by educators and linguists including V. Allen (2), Berg (13), Burks (19), K. Johnson (64), Lin (71), Plaister (90), and Salisbury (100). Berg stated that role playing and other activities based on the language experience approach bridge the world of the student with the world of the classroom (13). The Wakulla County Oral Language Project found role playing to be the best approach to second dialect learning (19). K. Johnson indicated that role playing was very appropriate for nonstandard speaking Black students and that students usually enjoyed the experience (64). Salisbury's article: "Role Playing: Rehearsal for Language Change" provided several suggested uses of role playing. Salisbury pointed out that when a student assumes a role, he spontaneously adopts language patterns and gestures he perceives to be appropriate to the situation--a bridge between classroom drill and real life (100).

Dialogues -- The use of dialogues in language teaching have been suggested by Davis (30), Feigenbaum (36), and Pilleux (89). Pilleux outlined several principles of and basic requirements for good dialogues: (a) They contain from three to ten exchanges; (b) they are long enough to develop a believable conversation, yet short enough for the average students to memorize; (c) they limit sentences to a length the student is capable of producing with a fair success after hearing it twice; (d) they adequately illustrate the new grammar or vocabulary of the lesson, but strictly control the number of new items presented; and (e) they take into consideration, in both content and style, the age and interests of the students. Specific types of dialogues discussed include: (a) question-answer, (b) question-answer-question, (c) situation dialogue, and (d) free dialogue (89).

Drama -- Drama, another promising oral approach for use in second dialect learning, has been described by Burks (19), Denby (33), Knudson (68), and Plumer (90). Knudson, in his investigation of the effect of pupil-prepared videotaped dramas on the language development of rural children, found highly significant gains in written composition, significant growth in language ability, and a significant change in attitudes toward language. The study indicated that the specialized language activities program had a significant positive effect on the language growth of students. Further, the students "enjoyed" being involved in a curriculum designed for them (68).

Speech -- Several projects have concentrated on specific aspects of the dialect of nonstandard speaking children. Clark tested the effectiveness of a training program designed to improve speech and found that speech training was related to significant improvements in general speech effectiveness and to improvements in specific linguistic features assumed to be characteristic of Black nonstandard dialect (27).

Games -- Oral games which can be used for dialect augmentation and modification have been described by Barrows (10), Bereiter and Engelman (12), Golub (46), Slager (107), and Yonemura (123).

Creative Writing -- Some experimenters such as Burks (19), Lin (70), and Steele (109) felt that writing also has an important function in dialect augmentation. The majority of studies and activities in second dialect teaching, however, centered on oral/aural approaches to language learning.

Study of literature -- Golub (46) and Steele (109) have recommended the use of literature to study dialect and language variety.

SUMMARY OF ACTIVITIES APPROPRIATE FOR SECOND DIALECT LEARNING

Most of the activities in second dialect learning emphasized the oral/aural approach. Useful activities included: pattern practice, language laboratories, language masters, tapes, role playing, dialogues, drama, speech, games, creative writing, and literature study. Three sources containing comprehensive descriptions of activities appropriate for second dialect learning are Bereiter and Englemann's "Language Learning Activities for the Disadvantaged Child" (12), Yonemura's "Developing Language Programs for Young Disadvantaged Children" (123), and Nonstandard Dialect which describes activities such as the use of: maps, tapes, news broadcasts, TV programs, class discussions, dialect censuses, dramatizations, role playing situations, impromptu speeches, pattern drills, language laboratories, writing practices, dialogues (dramatized pattern drill), recordings of popular music, dictionary studies, language history studies, games, literature study, and dialect study. Numerous ideas and examples of procedures to illustrate the differences in language are presented (85).

Audio-visual Aids -- As might be anticipated with an oral/aural approach to language learning, the use of audio-visual aids was recommended by authors including Burks (19), Conte (28), and Davis (30). The Wakulla County Oral Language Project incorporated the use of several such aids including tape recorders, overhead projectors, film projectors, and videotapes (19). Conte, in "Media and the Culturally Different Learner," noted that the disadvantaged student is often oriented to the physical and the visual, is content-centered, problem-centered, externally oriented, inductive, and spatial rather than temporal, and is inclined to communicate through actions. He suggested the use of language laboratories, microteaching, interaction analysis, and as many audio-visual aids as possible (28). Knowlden conducted an investigation of four procedures for presenting language materials to students: (a) a teacher with teaching plan, (b) a teacher with a plan and a filmstrip, (c) a teacher with a plan and a videotape, and (d) a teacher with a plan, filmstrip and videotape. The high ability groups showed little difference in relative I.Q. gain using the four methods, but method "d" produced the greatest relative I.Q. gain for low ability students (67).

In an investigation of the effects of background music on the learning of vocabulary, and the acquisition of grammar and skill in public speaking, Wolff found music had a beneficial effect in each area (121).

PEDAGOGICAL PRINCIPLES IMPORTANT IN SECOND DIALECT LEARNING

Several principles have been set forth in the literature on second dialect learning. First, teaching should be individualized, Golden (44), Hess (55), Kleitsch (66), and Martin (79).

Second, the steps should be small, gradual and sequenced: Gladney (41), Golden (44), Hess (55), Kleitsch (66), and Wolfram (122). Wolfram discussed the sociolinguistic implications for educational sequencing and presented six principles for sequencing features based on their frequency of occurrence, the generality of rule, and the interaction with regional and social factors. His article included a sequential list of what he felt were the ten most significant features in the Black nonstandard dialect (122).

Third, the student should be active (79). Activities should provide for oral/aural participation by the student. The classroom should be an active environment rather than a room in which a sweaty-pencil-silence prevails.

Fourth, the student needs to be saturated with a standard English and given practice in its use in as many contexts as possible (66). The student should have frequent periods of brief practices (37), (64).

The teacher variable -- An accepting teacher who is knowledgeable about language and about the features of the specific nonstandard dialect of the students is extremely important (69), (41). See Section Four for further discussion.

The classroom structure -- Blaine reported that language learning is maximized when the student is permitted to speak freely on his favorite subjects in an unstructured learning environment (14). A similar, relaxed classroom atmosphere was advocated in Nonstandard Dialects (85). Other authors, however, advocated a more structured classroom. Day, for example, investigated the effects of a structured versus a flexible classroom and found that the students in the structured classrooms were more adept at using language with clarity and specificity (32). Hart, investigating the established use of descriptive adjectives in the speech of disadvantaged preschool children, found that the use of contingency management was more effective than simple reinforcement (50). Sapon studied the effects of contingency management in modifying the verbal behavior of disadvantaged children. His study indicated that (a) disadvantaged students are responsive to contingency management programs, (b) the individually learned behaviors did transfer to group settings, and (c) the verbal behavior of disadvantaged children was amenable to modification using contingency management techniques (101). Rosenbaum contended that an alteration of classroom logistics leading to a responsive environment incorporating behavioral contingencies is needed. He suggested that the most crucial task in language instruction today is to devise a new classroom regime capable of satisfying all criteria for a language learning environment (98).

Rosenbaum's suggestions for a new learning environment may not be incorporated for some time (particularly as applied to the subtleties of language learning). Equally distant, because of practical difficulties, is the response to the thesis that learning a language or a dialect is maximized through "total immersion," that is, trans-shipping the learner to a context where he hears nothing but the language or dialect in question.

In view of the potential of these strategies, Rosenbaum suggests that teachers should carefully watch the development of computer based, individualized instructional programs; for, in his view, this methodology is the only one having the potential for full attention to the individual learner and the capacity to add a second dialect to a nonstandard speaker's repertoire (98).

CONCLUSION

The question of the best practical means of teaching a standard English remains at issue. Oral/aural methodologies are strongly supported; programs based on alleged deficiencies in the learner are vigorously rejected; and empirical evidence on the efficacy of either approach is limited. The field of electronic technology is insufficiently developed to consider immediately;

the total immersion method is presently impractical; and teaching a standard English through a formal study of grammar has been thoroughly discredited.

The lack of empirical proof has not historically been a deterrent to action in American education. The bulk of current school activities and organization rests upon plausible arguments for one among several alternatives, and "proven" systems have had a way of breaking down in the reality of the classroom. Which way will methods go in second dialect teaching? The answer based on informed opinion and derivations from skilled experience is that a modified form of TESOL-type methods will be used in the coming decade, but it will be subject to increasingly wide and sophisticated experimental verification and variation. The question of how best to teach students a standard English will remain open-ended for empirical response.

REFERENCES - Methods

1. Allen, V. F. A second dialect is not a foreign language. In J. E. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

* 2. Allen, V. F. Teaching standard English as a second dialect. Florida FL Reporter, 1969, 7(1), 123-129, & 164.

3. Alsworth, P. L. An investigation of the contribution of machine-based instruction to performance of preschool disadvantaged children in certain language skills. Doctoral dissertation, State University of New York, Buffalo. Ann Arbor, Michigan: University Microfilms, 1970, no. 70-22,098. Also in ERIC: ED 050 098.

4. Anthony, A. & Grose, L. M. Pattern practice for students using a nonstandard dialect. In W. A. Stewart, Research in progress: Social dialects of English, report no. 3. Washington, D. C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

5. Arnold, R. D. & Taylor, T. H. Mexican-Americans and language learning. Childhood Education, 1969, 46, 149-154.

6. Arnold, R. D. & Wist, A. H. Auditory discrimination abilities of disadvantaged Anglo and Mexican-American children. Elementary School Journal, 1970, 70, 295-299.

7. Bailey, B. L. Social dialects and the teaching of English. In English for the junior high years. Urbana: NCTE, 1969, 79-92.

8. Bailey, B. L. Some aspects of linguistics on language teaching in disadvantaged communities. Elementary English, 1968, 45, 570-579. Also in ERIC: ED 023 073.

* 9. Baratz, J. C. Who should do what to whom...and why? Florida FL Reporter, 1969, 7(1), 75-77, & 158-159.

10. Barrows, M. W. Good English through practice. New York: Henry Holt, 1956.

11. Belasco, S. Make your language 'live' a plea for the seventies. Florida FL Reporter, 1970, 8(1 & 2), 34-36, & 49.

12. Bereiter, C. & Engelmann, S. Language learning activities for the disadvantaged child. New York: Anti-defamation League of B'nai B'rith. Also in ERIC: ED 020 002.

13. Berg, P. C. Language barriers of the culturally different. Paper presented at the 12th annual meeting of the College Reading Association, Boston, March 1969. Also in ERIC: ED 029 767.

14. Blaine, R. English comes alive. American Education, 1970, 6(5), 26-28.

15. Blank, M. Cognitive gains in 'deprived' children through individual teaching of language for abstract thinking. Available from ERIC: ED 019 346.

16. Bostain, J. C. The dream world of English grammar. NEA Journal, September 1966, 20.

17. Brooks, C. K. Some approaches to teaching standard English as a second language. Elementary English, November 1964, 728-733.

18. Burks, A. & Guilford, P. D. Wakulla county oral language project. Elementary English, May 1969, 46(5), 606-611.

19. Byrne, M. C. Head start evaluation and research center, University of Kansas. Report no. 3, Effects of a language program on children in a head start nursery, November 1967, Department of Human Development, Kansas University, Lawrence. Also in ERIC: ED 021 636.

20. Carr, E. B. Teaching the TH sounds of English. TESOL Quarterly, 1967, 1(1), 7-14.

21. Carroll, J. B. Contrastive analysis and interference theory. In Report of the 19th annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1968. Also in ERIC: ED 022 159.

22. Carroll, W. S. & Feigenbaum, I. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, September 1967, 31-39. Also in ERIC: ED 015 479.

23. Carter, J. L. Follow-up study of the effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report, October 1969, Houston University, Texas. Aslo in ERIC: ED 035 714.

24. Carter, J. L. The long range effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report no. BR-6-8390, May 1967, Houston University, Texas. Also in ERIC: ED 013 276.

25. Caselli, R. Keys to standard English. Elementary School Journal, 1970, 71(2), 86-89.

26. Catford, J. C. Contrastive analysis and language teaching. In Report of the 19th annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 022 160.

27. Clark, D., Wolf, A., Halfond, M., Goehl, H., Ecroyd, D., & Labov, W. The dialect remediation project of Temple University. In W. A. Stewart, Research in progress: Social dialects of English, report no. 3. Washington, D. C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

28. Conte, J. M. & Grimes, G. H. Media and the culturally different learner. Washington, D. C.: National Education Association, 1969.

29. Daniel, A. A. & Giles, D. E. A comparison of the oral language development of head start pupils with non-head start pupils. Report no. BR-6-8293, August 1966. Available from ERIC: ED 010 848.

30. Davis, A. L. Language learning and teaching. In A. L. Davis (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

31. Davis, A. L. et al. Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

32. Day, D. E. The effects of different language instruction on the use of attributes of pre-kindergarten disadvantaged children. Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 1968. Also in ERIC: ED 016 522.

33. Denby, R. B. Oral dramatics approach to teaching English in secondary schools. English Journal, April 1969.

34. Dillard, J. L. Negro children's dialect in the inner city. Florida FL Reporter, Fall 1967. Also in ERIC: ED 014 725.

35. Evertts, E. L. (Ed.) Dimensions of dialect. Urbana: NCTE, 1967. Also in ERIC: ED 030 632.

*36. Feigenbaum, I. W. Developing fluency in standard oral English. Elementary English, 1970, 47, 1053-1059.

*37. Feigenbaum, I. W. The use of non-standard English in teaching standard English: Contrast and comparison. In. R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

*38. Feigenbaum, I. W. Using foreign language methodology to teach standard English: Evaluation and adaptation. Florida FL Reporter, 1969, 7(1), 116-122, 156-157.

*39. Francis, W. M. Brown-Tougaloo English project. Final report, July 1970, Rockefeller Foundation, Providence, Rhode Island.

40. Furbee, N. L. Speech samples of disadvantaged children. In A. L. Davis (Ed.), American dialects for English teachers. Urbana: ISCPET, May 1969.

*41. Gladney, M. R. & Leaverton, L. A model for teaching standard English to nonstandard English speakers. Available from ERIC: ED 016 232.

42. Golden, R. I. Changing dialects by using tapes. In R. W. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965.

43. Golden, R. I. Learning standard English by linguistic methods. Available from ERIC: ED 018 783.

44. Golden, R. I. Slow learners, instructional tapes and insights. English Journal, September 1962, 51, 418-421, 442.

45. Golden, R. I. & Martellock, H. A. Teaching standard English to urban primary children. Final report no. Proj-no-1373, August 1967, Detroit Public Schools, Michigan. Also in ERIC: ED 020 155.

46. Golub, L. Teaching literature as language. Elementary English, 1970, 48(9), 967-977.

47. Green, W. D. Language and the culturally different. English Journal, 1965, 58(4), 724-733, 740.

48. Gupta, W. & Stern, C. Comparative effectiveness of speaking versus listening in improving the spoken language of disadvantaged young children. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, 1969. Also in ERIC: ED 029 689.

49. Guthrie, J. T. Effects of discrimination, grammatical rules and application of rules on the acquisition of language concepts in children. Available from ERIC: ED 030 502.

50. Hart, B. & Risley, T. R. Establishing use of descriptive adjectives in the spontaneous speech of disadvantaged pre-school children. Journal of Applied Behavior Analysis, Summer 1968.

51. Head Start Evaluation and Research Center. Annual report. Report August 1968, Tulane University, New Orleans. Also in ERIC: ED 029 705.

52. Heiman, E. The use of slang in teaching linguistics. English Journal, February 1967, 56(2), 249-252.

53. Hellmuth, J. (Ed.) Disadvantaged child. Volume two: Head start and early intervention. New York: Bruner/Mazel Inc., 1968. Also in ERIC: ED 029 065.

54. Hendrickson, R. H. ESL--who needs it? English Record, April 1971, 47-52.

55. Hess, K. M. Creating an individualized usage curriculum. Minneapolis: CEMREL, Inc., 1971.

56. Hess, K. M., Long, B., Linn, M., Olson, P. & Thornton, B. Teaching a standard English to speakers of other dialects. Minneapolis: CEMREL, Inc., 1971.

57. Hoffman, M. J. The harmful effects of traditional language arts teaching methods when used with disadvantaged Afro-American children. Elementary English, 1970, 47(5), 678-683.

58. Hook, J. N. English language programs for the seventies. Minnesota English, January 1967, 3(1). Also in ERIC: ED 015 186.

59. Horowitz, F.D. & Horowitz, F.R. Head start evaluation and research center, verbal recall research. Report no. 6, November 1967, University of Kansas, Lawrence. Also in ERIC: ED 021 647.

60. Hubbard, J. L. & Zarate, L. T. Final report on head start evaluation and research - 1966-1967. Section four, an exploratory study of oral language development among culturally different children. Report no. IED-66-1, August 1967, Texas University, Austin. Also in ERIC: ED 019 120.

61. Irwin, J. V. Head start evaluation and research center, University of Kansas. Report no. 4, a comparison of four modes of eliciting brief oral responses from children. Report November 1967, Kansas University, Lawrence. Also in ERIC: ED 021 637.

62. Jacobson, R. The teaching of English to speakers of other languages and/or dialects: An oversimplification. TESOL Quarterly, 1970, 4(3), 241-254.

*63. Johnson, K. R. A comparison of traditional techniques and second language techniques for teaching grammatical structures of standard oral English to tenth grade Negro students who speak a nonstandard dialect. Dissertation Abstracts International, 1969, no. 69-9026.

64. Johnson, K. R. Pedagogical problems of using second language techniques for teaching standard English to speakers of nonstandard Negro dialect. Florida FL Reporter, 1969, 7(1), 78-80, & 154.

*65. Johnson, K. R. Should black children learn standard English? In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

66. Kleitsch, R. V. Teaching English as a second language, grades 7 - 12. San Diego: San Diego City Schools, Education Center, 1968. Also in ERIC: ED 027 128.

67. Knowlden, C. E. Teaching English language and mathematical symbolism to verbally disadvantaged kindergarten children. Doctoral dissertation, University of California, Los Angeles, 1966. Ann Arbor: University Microfilms, no. 67-4503. Also in ERIC: ED 029 883.

68. Knudson, R. L. The effect of pupil-prepared videotaped dramas on the language development of selected rural children. Dissertation Abstracts International, 1970, no. 70-22,457.

69. Levy, A. W. The effects of teacher behavior on the language development of head start children. Dissertation Abstracts International, 1970, 30, 3835A.

70. Lin, S. C. Disadvantaged student or disadvantaged teacher? English Journal, May 1967, 56(5), 751-756.

71. Lin, S. C. Experiment in changing dialect patterns: The Claflin project. College English, May 1963, 24, 644-647.

72. Lin, S. C. Pattern practice in a freshman English program. In R. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1964, 57-62.

*73. Lin, S. C. Pattern practice in the teaching of English to students with a nonstandard dialect. Report 1965, Bureau of Publications, Teachers College, Columbia University, New York.

*74. Loban, W. D. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

75. Loflin, M. D. A teaching problem in non-standard Negro English. English Journal, December 1967, 56(9), 1312-1314.

76. MacLeish, A. Composing pattern practice drills. Paper presented at TESOL conference, New York, March 1966.

77. MacLeish, A. Questions and directed discourse. TESOL Quarterly, December 1968, 2(4), 262-267.

78. Malmstrom, J. Love me or leave me but don't waste the time: Dialects in today's schools. English Record, April 1971, 102-108.

79. Martin, J. H. Technology and the education of the disadvantaged. Report 1968, Office of Education, Washington, D. C. Also in ERIC: ED 031 293.

80. McCarthy, J. L. G. Changing parent attitudes and improving language and intellectual abilities of culturally disadvantaged four-year-old children through parental involvement. Submitted in partial fullfillment of requirements for Doctor of Education degree, June 1968, Indiana University, Bloomington, Indiana. Also in ERIC: ED 027 942.

81. McDavid, R. I., Jr. Social dialects and professional responsibility. College English, February 1969, 30(5), 381-385.

82. McNamara, J. R. et al. Evaluation of the effects of head start experience in the area of self-concept, social skills, and language skills. Prepublication draft. Report July 1968, Dade County Board of Public Instruction, Miami, Florida. Also in ERIC: ED 028 832.

83. Monsees, E. K. & Berman, C. Speech and language screening in a summer headstart program. Journal of Speech and Hearing Disorders, 1968, 33 (2). Also in ERIC: ED 019 672.

84. Moyer, H. O. Can ear-training improve English usage? Elementary English, April 1956, 33, 216-219.

*85. *Nonstandard dialect*. Urbana: NCTE, 1968. Also in ERIC: ED 021 248.

86. O'Piela, J. M. Pilot study of five methods of presenting the summer head start curricular program. Report March 1968, Detroit Public Schools, Detroit. Also in ERIC: ED 021 622.

87. Osser, H. Language control in a group of head start children. Report no. OEO-510, Johns Hopkins University, Baltimore, Maryland. Also in ERIC: ED 020 789.

88. Osser, H. Social-class factors in the language development of preschool children. Department of Pediatrics, Johns Hopkins Hospital, Baltimore, Maryland.

89. Pilleux, M. The dialogue: A useful tool in language teaching. *TESOL Quarterly*, September 1969, *3*(3), 203-210.

90. Plaister, T. Audio-lingual methods in the language arts program. Urbana: NCTE, November 1967. Also in ERIC: ED 017 514.

91. Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), *Language and poverty - perspectives on a theme*. Chicago: Markham, 1970.

*92. Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, Stanford.

93. Pooley, R. C. In A. Frazier (Ed.), *Ends and issues: 1965-1966*. Urbana: NCTE, 1966, 46.

94. Povey, J. F. Cultural self-expression through English in American Indian schools. *Florida FL Reporter*, 1969, *7*(1), 131-132, & 164.

95. Reeback, R. T. The extension of control in verbal behavior. Final report no. OEO-2414, May 10, 1968, Rochester University, New York. Also in ERIC: ED 021 619.

96. Rivers, W. M. Contrastive linguistics in textbook and classroom. In *Report of the 19th annual round table meeting on linguistics and language studies, contrastive linguistics and its pedagogical implications.* Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 023 074.

97. Rodney, C. G. An assessment of in-service and pre-service educators' responses to recommended principles and practices for developing oral language skills of first grade disadvantaged students. Doctoral dissertation, University of California at Los Angeles, 1968. Ann Arbor: University Microfilms, no. 68-11,882. Also in ERIC: ED 033 961.

98. Rosenbaum, P. S. Language instruction and the schools. In J. E. Alatis (Ed.), *Monograph series on languages and linguistics*, no. 22, 1969, Georgetown University, Washington, D. C., 111-120.

99. Rutherford, W. E. Deep and surface structure, and the language drill. TESOL Quarterly, June 1968, 2(2), 71-79.

*100. Salisbury, L. Role playing: Rehearsal for language change. TESOL Quarterly, December 1970, 4(4), 331-336.

101. Sapon, S. M. Contingency management in the modification of verbal behavior in disadvantaged children. Paper presented at the American Psychological Association convention, Washington, D. C., September 1967.

*102. Saville, M. R. Interference phenomena in language teaching: Their nature, extent, and significance in the acquisition of standard English. Elementary English, March 1971, 48, 396-405.

103. Scott, C. T. Transformational theory and English as a second language/dialect. In J. E. Alatis Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

104. Searles, J. R. & Carlson, R. G. English. In C. W. Harris (Ed.), Encyclopedia of educational research. New York: Macmillan, 1960.

105. Sherwin,J. S. Research and the teaching of English. English Record, December 1970, 21(1), 35-43. Also in ERIC: ED 050 082.

106. Silvaroli, N. J. & Whitcomb, M. W. A comparison of the oral language patterns of three low socioeconomic groups of pupils entering first grade. Report 1967, Arizona State University, Tempe. Also in ERIC: ED 032 943.

107. Slager, W. R. Effecting dialect change through oral drill. English Journal, November 1967, 56(8), 1166-1176.

108. Smiley, M. B. Gateway English: Teaching English to disadvantaged students. English Journal, April 1965, 54(4), 265-274.

109. Steele, M. C. (Sister). My own, my native tongue. English Journal, February 1963, 52(2), 112.

110. Stern, C. & Keislar, E. Comparative effectiveness of echoic and modeling procedures in language instruction with culturally disadvantaged children. Paper presented at American Psychological Association convention, San Francisco, August 1968. Also in ERIC: ED 025 314.

111. Stern, C. & Lombard, A. Head start research and evaluation office, UCLA. Appendix I to the annual report, November 1967. Report no. IED-1-66-12, November 1967, California University, Los Angeles. Also in ERIC: ED 020 793.

112. Stern, C. Head start research and evaluation office, University of California at Los Angeles, annual report. Section II. Report no. IED-1-66-12, November 1967, California University, Los Angeles. Also in ERIC: ED 021 613.

113. Stern, C. The preschool language project, a report of the first year's work. Report August 1966, California University, Los Angeles. Also in ERIC: ED 023 482.

114. Stewart, W. A. Foreign language teaching method in a quasi-foreign language situation. In W. A. Stewart (Ed.), *Nonstandard speech and the teaching of English*. Language information series no. 2. Washington, D. C.: Center for Applied Linguistics, 1964, 1-15.

115. Stewart, W. A. Urban Negro speech: Sociolinguistic factors affecting English teaching. In R. Shuy (Ed.), *Social dialects and language learning*. Urbana: NCTE, 1964, 10-18.

116. Stolz, W. S. et al. The role of dialect in the school--socialization of lower class children. Final report on head start evaluation and research--1966-67 to the Institute for Educational Development. Section 5. Report no. IED-66-1, August 31, 1967, Child Development Evaluation and Research Center, University of Texas, Austin. Also in ERIC: ED 019 121.

117. Taylor, T. H. A comparative study of the effects of oral-aural language training on gains in English language for fourth and fifth grade Mexican-American children. *Dissertation Abstracts International*, 1970, *30*, 5178A.

118. Troike, R. C. Social dialects and language learning: Implications for TESOL. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 024 036.

119. Tulane University head start evaluation and research center. Annual report. August 31, 1968, Tulane University of Louisiana, New Orleans. Also in ERIC: ED 029 705.

120. Willink, E. W. A comparison of two methods of teaching English to Navajo children. *Dissertation Abstracts International*, 1968, *29*, 1058A.

121. Wolff, F. I. An investigation of the effects of background music on learning of vocabulary and grammar and in public speaking. Doctoral dissertation, University of Pittsburgh, 1969. Also in ERIC: ED 049 212.

122. Wolfram, W. A. Sociolinguistic implications for educational sequencing. In R. Fasold and R. Shuy (Eds.), *Teaching standard English in the inner city*. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 029 281.

*123. Yonemura, M. *Developing language programs for young disadvantaged children*. New York: Teachers College Press, 1969.

---

*See annotated bibliography at the end of Section Three.

CHAPTER TEN--PROMISING MATERIALS

Numerous materials for use in teaching a standard English were examined during the investigative phase of the Targeted Communications Project. Language texts from major publishing companies were analyzed for their treatment of dialect and specific dialect features. (See Appendix B) It was found that few texts distinguished between written and oral language, few defined the context in which the language was used, and few dealt with specific nonstandard features. The analysis of materials available from universities and research centers revealed some dialect augmentation materials.

The criteria for inclusion as a "promising material" were:

1. evidence of linguistic knowledge about nonstandard dialects, or
2. use of oral practice procedures, or
3. evidence of success, i.e., students acquired greater control of linguistic alternatives.

Few of the reported materials are "proven," since the effort has been largely formative rather than summative in intent. The bidialectal approach is relatively recent; therefore, the goal is to determine what is effective before final judgements are made.

Dialect of the Black American -- With the assistance of linguist William A. Stewart, Western Electric has prepared a 12 inch LP disc which presents general information about Black dialects, provides numerous examples of its clarity and communicability, and illustrates the interference which Black

NOTE: Several of the materials included in this chapter are available through the ERIC Document Reproduction Service (EDRS), The National Cash Register Co., 4936 Fairmont Avenue, Bethesda, Maryland, 20014. (Payment must accompany orders; add 50¢ handling fee to all orders; allow seven days after receipt of order for delivery.)

dialect may cause, especially in interview situations. The record is suitable for teacher information and student motivation (4).

Available from: Western Electric Company, Record--Educational Relations Department, 195 Broadway, 16th Floor, New York, New York, 10007, $1.23.

Language Learning Activity Package -- developed by CEMREL, Inc., St. Ann, Missouri, is intended to help children in (a) expressing factual information and principles, (b) using standard grammatical structure, (c) describing the ends of productive thinking, (d) asking relevant questions, (e) responding appropriately to verbal instructions, (f) generating unique responses, (g) recognizing incongruities and analogies, and (h) assimilating the above elements. The package is composed of twelve units of work, audio and visual materials related to a teacher's guide, and pre- and post tests (2).

Available from: CEMREL, Inc., St. Ann, Missouri.

Cultural Content for Linguistically Different Learners directs teachers' attention to the cultural needs of students and procedures for meeting these needs through inclusion of aspects of their culture and their language in classroom activities. The article contains a comprehensive bibliography on cultural differences and the implications of these differences on classroom practices (3).

Available in: Elementary English, February 1971, 48(2), 162-175.

The Audio-Lingual English Series, by Barbara Archibald and Anne E. Mentzer, is composed of four sets of records, each set containing four individual 12 inch LP's. Five units are covered: Unit I. Verb-subject Agreement: Simple present tense; Unit II. Irregular Verb Forms: Simple past and past participle; Unit III. Negatives; Unit IV: Irregular Plural

Nouns; and Unit V. Comparatives. The time of each drill within each unit is given. Recorded diagnostic tests are also included (1).
Available from: Fearon Publishers.

English Usage. This packet includes programmed lessons for tutoring students on the use of twenty irregular verbs including: Saw/seen, knew/know/known, don't/doesn/t, come/came, gone/went, is/are, run/ran, was/were, did/done, ate/eaten, gave/given. This linear program with multiple choice responding consists of 600 frames (174 pages) in a 5X8 book. The intended audience is students in grades 3-8 and remedial high school students. A plastic sorter is used to select cards based on the selected response (5).
Available from: E-Z Sort Systems, LTD, 351 Bryant Street, San Francisco California, 94107.

Grammar Drills for the Teaching of Standard English as a Second Dialect, (Preliminary Edition), was developed by Jon Erickson, Department of English, University of Wisconsin, Madison. These materials, applying TESOL methods, include oral drills to be used by teachers already experienced in oral/aural instruction. The sequenced exercises concentrate on the following features: (a) the s-form of the verb, (b) noun forms and the verb be, (c) the past form of the verb, (d) the progressive, perfect, and passive, (e) adjectives and adverbs, and (f) sentence building (6).

English Language Arts in Wisconsin: A Sequential Growth Curriculum in English Language Arts for the Kindergarten through Grade Twelve. This curriculum guide developed by the Project English Center of Western Reserve under the directorship of Robert Pooley, contains two sections relevant to the instruction of nonstandard speaking students: (a) speaking and writing; (b) language programs. Each of these sections is divided into primary, intermediate, junior and senior high levels. The development of a classroom dialect is stressed in the junior high level guide. Usage and dialect study are incorporated in the senior high section (7).

Available from: Publications Order Service, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin, 53702, $2.25. (Remittance must accompany request.) Also available in ERIC: ED 018 410, but not available from EDRS, 457 pp.

REFERENCES - Promising Materials

1. Archibald, B. & Mentzer, A. E. Audio-lingual English series. Palo Alto, California: Fearon Publishers.
2. Buckholdt, D. R. & Ferritor, D. E. Language learning activity packages: Pilot test, 1969-1970. St. Ann, Missouri: Central Midwestern Regional Educational Laboratory, 1970.
3. Carter, T. P. Cultural content for linguistically different learners. Elementary English, 1971, 48(2), 162-175.
4. Dialect of the Black American. A community relations presentation. Western Electric Company. (Record.)
5. English Usage. San Francisco: E-Z Sort Systems, LTD, 1964.
6. Erickson, J. L. (Ed.) Grammar drills for the teaching of standard English as a second dialect, preliminary edition. Report 1965, Programs in English Linguistics, Department of English, University of Wisconsin, Madison.
7. Pooley, R. C. English language arts in Wisconsin: A sequential growth curriculum in English language arts for the kindergarten through grade twelve. Madison, Wisconsin: Publications Order Service, Department of Public Instruction, 1968. Also in ERIC: ED 018 410.

MATERIALS FOR ELEMENTARY GRADES

Language Learning Activities, by Bereiter and Engelmann, describes several games and activities which can be used to develop skill in language fundamentals and reading readiness. The text contains suggestions for conducting language learning activities as well as explicit directions and examples for the use of the materials (1).

Available from: Anti-Defamation League of B'Nai B'Rith, 315 Lexington Avenue, New York, New York, 10016, $ .60. Also available from ERIC: ED 020 002, EDRS hardcopy, $1.44, 34 pp.

An Approach to Teaching English Dialects is a guide having two sections, one for preschool through grade three and one for grades four through six. The guide describes materials and suggests methods for helping children to investigate and to solve linguistic problems. The sequentially arranged learning activities are designed for individual use, or for use in large or small group instruction (2).

Available from: North Carolina State Board of Education, Department of Public Instruction, Raleigh, North Carolina. Also available from ERIC: ED 048 145, EDRS hardcopy, $3.29.

An Approach to Teaching English Usage is a guide having two sections, one for preschool through grade three, one for grades four through six. The program is directed toward the study of language as used by groups of people in various environments as well as the study of differences between speech and writing. Activities are listed for each grade level (3).

Available from: North Carolina State Board of Education, Department of Public Instruction, Raleigh, North Carolina. Also available from ERIC: ED 048 146. EDRS hardcopy, $3.29.

A Curriculum for English: Language Explorations for the Elementary Grades, developed by the Nebraska Currciulum Development Center, is intended for use with students in grades one through six. Upon completion of the manual the students should be able to (a) perceive English as a word-order language, (b) recognize its sound patterns, and (c) comprehend the ways in which punctuation clarifies written discourse. The manual also contains chapters on American dialects, language usage, and styles of speaking (4).

Available from: University of Nebraska Press, $1.25, and NCTE, $1.25, (stock no. 06503). Also available in ERIC: ED 013 812, but not available from EDRS, 203 pp.

Teaching English as a Second Language Materials Development Center--An Investigation of New Concepts in Language Learning. The four appendices to this document contain 150 communication activities including playlets and improvisations, songs, and physical education activities suitable for practicing a standard dialect (5).

Available from: ERIC: ED 018 676, EDRS hardcopy, $51.72, 1289 pp.

A Self-instructional Program in Standard English stresses spoken standard English as presented in a variety of specific contexts and situations. The cyclical structure of the program encompasses three sequential classes of events: Stimulus situations, required responses, and response contingencies. The program, intended for use with fifth grade students, has been experimentally evaluated and found to be successful. An objective-based mastery test is included in the appendix of the program. Only the first six lessons of the program were completed before the project terminated (6).

Available from: ERIC: ED 032 536, EDRS hardcopy, $3.55, 69 pp.

Golden Primary Language Lessons (12 tapes). While taking a "corrective" approach to students' language, these materials could be used in elementary classrooms if appropriate introduction was provided by the teacher and if tapes were carefully selected for use by indivdual students (7).

Available from: Golden Language Tapes, Highland Park, Michigan, 48203.

The Marie Hughes Language Training Model is intended for use with Spanish-American students in Southwestern United States. The program includes numerous curriculum activities such as trips and sensory experiences for motivating children to talk. The child's own language, in the form of stories or conversations, is recorded on tape for teacher analysis to provide feedback to the child on his progress and to individualize further instruction. The teacher is taught to analyze the language structure used by students. Specific examples of teaching procedures are provided. These materials were developed by the National Laboratory on Early Childhood Education, Research and Development Center, Tuscon, Arizona (8).

Available from: ERIC: ED 025 305, EDRS hardcopy, $1.45.

Helping Young Children Develop Language Skills: A Book of Activities, by Merle B. Karnes, contains activities in the following areas: Listening skills or auditory decoding; understanding visual materials (visual decoding); verbal expressive abilities (vocal decoding); motor expression (motor encoding); verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. The activities, designed specifically for culturally disadvantaged children, are intended to improve language skills (9).

Available from: The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C., 20036, $2.75. Also available in ERIC: ED 028 583, but not available from EDRS, 144 pp.

A Kindergarten Curriculum Guide for Indian Children: A Bilingual-Bicultural Approach, intended for use with Navajo Indian students, was developed by the National Association for the Education of Young Children, Washington, D. C. The guide includes activities for language and concept development, social living, mathematics, music, natural and physical concepts, health and safety, foods and aesthetic appreciation. Examples of enrichment materials are contained in the appendices and bibliographies (10).

Available from: ERIC: ED 031 318, EDRS hardcopy, $7.35, 145 pp.

Michigan Oral Language Series--Standard English as a Second Language or Second Dialect, produced under the direction of Ralph Robinett and Richard Benjamin, consists of six components: (a) bilingual conceptual development guide--preschool (b) English guide--kindergarten, (c) Spanish guide--kindergarten, (d) Inderdisciplinary Oral Language Guide--primary one, (e) Michigan Oral Language Productive Tests, and (f) Developing Language Curricula: Programmed Exercises for Teachers. The series includes structured oral language lessons for children ages four, five, and six and emphasizes pattern practice drills. The lessons are accompanied by evaluation instruments and teacher training materials (11).

Available from: American Council on the Teaching of Foreign Languages (ACTFL), Michigan State Department of Education, Ann Arbor, Michigan.

Helping Children in Oral Communication, by Alberta Munkres, contains several practical suggestions for teaching oral language skills through the use of stories, plays, reports, speeches, conversations, and discussions.

The presentation format is well structured. First, an example of a specific type of presentation is given; second, an explanation of the teaching efforts leading to the oral product is given; and third, comments and questions are presented which enable the teacher to examine decisions and alternative presentation strategies (12).

Available from: Teachers College Press, Teachers College, Columbia University, $1.95, 102 pp., (paperback).

Oral Language Materials, Wakulla County, Florida. This series of five programs (one for kindergarten and each of the first four grades), is intended for both Black and White rural children. The program is designed to assist the teacher in analyzing the speech patterns of rural children and in writing drills to provide alternative patterns where needed. The program is based on TESOL methodology, but it lacks systematicity in some areas. The drills presented include: Repetition, substitution, progression, selective restoration, deduction, directed dialogue, and alternative reply. Only the drills themselves vary from program to program (14).

Available from: Oral Language Materials, Office of the Superintendent, Wakulla County School Board, Crawfordsville, Florida, 32327, $2.00 per grade level.

The Peabody Language Development Kit, was designed for culturally deprived and mentally retarded children but has also been used with normal children. The kit treats a variety of language skills including oral expression, divergent thinking, use of spoken analogy, automatic use of inflectional endings, and auditory and visual memory. Research conducted by Milligan indicated that children using the Peabody Language Development Kit performed significantly better than a control group, particularly on the auditory-vocal association and the vocal encoding subtests (12), (15).

Available from: American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota, 55014.

ESOL-SESD Guide: Kindergarten, developed at Michigan University, Ann Arbor, by the Center for Research on Language and Language Behavior, consists of 135 lessons designed for teaching English to speakers of other languages or for teaching a standard English as a second dialect. The guide is organized into daily lesson plans including activities to be conducted and supplementary materials to be used with the lessons. The program is presented in a logical linguistic sequence and emphasizes oral speech development. Modeling and repetition drills are used (16). Available from: ERIC: ED 033 748, EDRS hardcopy, $7.25, 143 pp.

Instructional Program in Standard English: Unit III, Teaching Reduced Consonantal Clusters was developed by Richard Rystrom, Marjorie Farris, and Judy Smith at the Research and Development Center in Educational Stimulation, University of Georgia, Athens, Georgia. The program contains four kinds of drill materials: (a) memorization of stories, dialogues, poems or songs; (b) substitution of new words into sentences which have been memorized; (c) modification of a sentence in one form to the same sentence in a different form; and (d) discrimination and production of specific features. Suggestions are included for using the drills (17).

Available from: Research and Development Center in Educational Stimulation, University of Georgia, Athens, Georgia, 31 pp.

Curriculum Guide for Teachers of English in Kindergartens for Navajo Children. Muriel R. Saville, in conjunction with the English for Speakers of Other Languages Program at the Center for Applied Linguistics, has out-

lined the distinctive sounds of English and the basic sentence patterns of the language which Navajo children need to recognize and use. The language lessons are organized around a contrastive analysis of Navajo and English, allowing for prediction and description of problems which might be encountered by a Navajo child who is learning English as a second dialect (18).
Available from: ERIC: ED 030 122, EDRS hardcopy, $3.00, 58 pp.

Language and How to Use It, a series of elementary English texts, combines the study of language and literature. Book 5 of this series has an accompanying record which contains usage exercises for such features as pronoun use, negation, past tense, and comparatives. For further information on this series, write to Scott, Foresman and Company (19).

Usage and Dialect, grades K-6, is designed to assist students in: (a) acquiring knowledge as related to varying usages, (b) analyzing their own speech habits in terms of conventionally appropriate usage or standard usage, and (c) acquiring usage habits appropriate to varying purposes and audiences. The guide is divided into an introductory section, a section for each of the grades K through 6, and two informational sections for teachers, one on usage and one on dialect (20).
Available from: Project English Center, University of Georgia, Athens, Georgia, 59 pp.

Developing Language Programs for Young Disadvantaged Children, by Margaret Yonemura, includes a linguistically sound discussion of language and attitudes toward language variations as well as many workable ideas which would be useful for setting up dialect programs. Numerous materials especially good for small children are contained in the appendix. This text is based on two years of research at Abbott House in New York where Yonemura developed oral language programs applicable to Harlem English, Pidgin English, Creole English, nonstandard forms of Appalachian English and other varieties of nonstandard language used throughout the country (21).

Available from: Teachers College Press, Columbia University, New York, New York.

REFERENCES -- Materials for Elementary Grades

1. Bereiter, C. & Engelmann, S. Language learning activities for the disadvantaged child. New York: Anti-defamation League of B'nai B'rith. Also in ERIC: ED 020 002.

2. Chandler, W. J. An approach to teaching English dialects. Report 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 145.

3. Chandler, W. J. et al. An approach to teaching English usage. Report no. Pub-No-431, 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 146.

4. Curriculum for English: Language explorations for the elementary grades. Urbana: NCTE, 1965. Also in ERIC: ED 013 812.

5. Dykstra, G. Teaching English as a second language materials development center--an investigation of new concepts in language learning. Report no. BR-5-10-0775, January 1967, Columbia University, New York. Also in ERIC: ED 018 676.

6. Garvey, C. & Baldwin, T. A self-instructional program in standard English: Development and evaluation. Report no. R-50, September 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 032 536.

7. Golden, R. Golden primary language lessons (12 tapes). Highland Park, Michigan: Golden language tapes.

8. Hobson, A. The Marie Hughes language training model. Report 1968, National Laboratory on Early Childhood Education, Tucson, Arizona. Also in ERIC: ED 031 314.

9. Karnes, M. B. Helping young children develop language skills: A book of activities. Washington, D. C.: Council for Exceptional Children, NEA, 1968. Also in ERIC: ED 028 583.

10. Kindergarten curriculum guide for Indian children: A bilingual bicultural approach. Report September 1968, National Association for the Education of Young Children, Washington, D. C. Also in ERIC: ED 031 318.

11. Michigan State Department of Education. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: American Council on the Teaching of Foreign Languages, 1970. Also in ERIC: ED 039 816.

12. Milligan, J. L. A study of the effects of a group language development program upon the psycholinguistic abilities and later beginning reading success of kindergarten children. Report 1965, Washington State University, Pullman, Washington. Also in ERIC: ED 031 315.

13. Munkres, A. Helping young children in oral communication. New York: Columbia University, Teachers College Press, 1959.

14. Oral language materials, Wakulla County. ESEA Title III, project no. K-4, Wakulla County, CAI Center, Crawfordville, Florida.

15. Peabody language development kits. Circle Pines, Minnesota: American Guidance Service, Inc.

16. Petrini, A. M. ESOL-SESD guide: Kindergarten. Ann Arbor: Michigan University, 1969. Also in ERIC: ED 033 748.

17. Rystrom, R. C., Farris, M. & Smith, J. Instructional program in standard English, unit III: Teaching reduced consonantal clusters. Report August 1969, Research and Development Center in Educational Stimulation, University of Georgia, Athens.

18. Saville, M. R. Curriculum guide for teachers of English in kindergartens for Navajo children. Washington, D. C.: Center for Applied Linguistics, July 1969. Also in ERIC: ED 030 122.

19. Schiller, A., Monroe, M., Nichols, R., Jenkins, W. & Huck, C. Language and how to use it. Glenview, Illinois: Scott, Foresman and Co., 1969.

20. Usage and dialect. Project English Center, University of Georgia, Athens.

21. Yonemura, M. Developing language programs for young disadvantaged children. New York: Teachers College Press, 1969.

MATERIALS FOR SECONDARY GRADES

An Approach to Teaching English Dialects includes two sections applicable to the secondary grades, one intended for students in grades 7 through 9; one for students in grades 10 through 12. The guide provides materials and suggests methods which teachers can use to assist children in investigating and solving linguistic problems. The sequentially arranged learning activities are designed for individual use or for large or small group instruction (1).

Available from: North Carolina State Board of Education, Department of Public Instruction, Raleigh, North Carolina. Also available from ERIC: ED 048 145, EDRS hardcopy, $3.29, 82 pp.

An Approach to Teaching English Usage includes two sections applicable to the secondary level, one for grades 7 through 9; one for grades 10 through 12. The program is directed towards the study of language as used by groups of people in various environments as well as the study of the differences between speech and writing. Activities are listed for each grade (2).

Available from: North Carolina State Board of Education, Department of Public Instruction, Raleigh, North Carolina. Also available from ERIC: ED 048 146, EDRS hardcopy, $3.29, 31 pp.

Standard Oral English, Tenth Grade, Instructional Guide C, developed by Wilma Cockrell and Kenneth Johnson for the Los Angeles City Schools, describes an oral language program intended for use with Black students who speak a nonstandard English. The first section of the guide presents general background information on dialects and motivational materials. The next two sections contain pronunciation and usage lessons with an analysis of those features which cause interference. The context in which the language is used is always clearly specified. Each lesson is followed

by two or three supplementary activities which last for ten to fifteen minutes. The guide also includes an outline of the main characteristics of Black dialect, general teaching suggestions, and a bibliography (3).
Available from: ERIC: ED 027 351, EDRS hardcopy, $6.95, 137 pp.

English Now. Based on his work in TESOL, Irwin Feigenbaum of the Center for Applied Linguistics has developed an extensive series of lessons for practicing standard English features. These lessons include tested oral pattern practices and discrimination practice materials for Black nonstandard speakers in grades 7 through 12. The self-instructional, self-correcting, workbook-text has several listening exercises for the nonstandard speaker as well as accompanying tapes. The lessons are not intended to correct or eradicate the speech of the nonstandard speaker, but rather to add a second dialect to his repertoire. Fourteen programmed lessons, each concentrating on a specific phonological or grammatical feature commonly found in nonstandard speech are included. An accompanying teacher's manual provides a commentary on each lesson as well as suggested classroom activities (4).

Available from: New Century, Educational Division, Meredith Corporation, 440 Park Avenue South, New York, New York, 10016. Also available in ERIC: ED 037 729, but not available from EDRS, 316 pp.

Golden Series of American English Language Lessons, a series of fourteen tapes intended for high school students, has several sections which are applicable to the speaker of nonstandard dialects. Teachers using these materials would need to carefully select relevant sections as the approach is basically "corrective" and the tone of the tapes might be insulting to some students (5).

Available from: Golden Language Tapes, Highland Park, Michigan, 48203.

Standard Oral English: Seventh Grade, Instructional Guide B, developed by Luis Hernandez for the Los Angeles City Schools, describes an oral language program intended for use in teaching a standard oral English to nonstandard speaking Mexican-American students. The guide includes general background information, motivational materials, pronunciation and usage lessons, classroom activities for supplementing these lessons, a description of the major characteristics of the Mexican-American dialect, general teaching suggestions and a bibliography. There are accompanying tapes and filmstrips (6).
Available from: ERIC: ED 027 254, EDRS hardcopy, $7.90, 156 pp.

Individualized English. These materials, while traditional in orientation, are individualized and could be used selectively to provide instruction on specific features. The materials focus on the written rather than the spoken language. Drills are contained on cards systematically filed within a box. Diagnostic materials are included (7).
Available from Follett Publishing Company, Chicago, Illinois.

Nonstandard Negro Dialect--Effects on Learning. K. Johnson in this series of five tapes, illustrates why nonstandard Negro English should be "supplemented" by a standard English, demonstrates that Negro culture is simply different, not inferior, from other cultures, and provides a succinct summary of Negro nonstandard phonology and grammar. The tapes provide general information for teachers and could be used in motivating students to learn a standard English. The content of the tapes includes: The problem, the development of nonstandard Black dialect, false assumptions about the language of Black children, phonological characteristics of nonstandard Black dialect, grammatical characteristics of nonstandard

Black dialect, teaching Black children standard English, and the language problem at various levels. There are ten presentation on both sides of five standard audio cassettes (8).

Available from: Instructional Dynamics Incorporated, 166 East Superior Street, Chicago, Illinois, 60611, $35.00 (catalogue no. 540).

A Mature Attitude Toward Usage, developed by the Oregon Project English staff under the direction of Albert Kitzhaber, is designed for use by 12th grade students and is divided into four sections: (a) usage in the high school English class, (b) variations within standard American English, (c) bases for judgments about usage, and (d) characteristics of a mature attitude toward usage. Upon completion of the program, students should be able to differentiate usages on varying social levels, to identify the usage levels of numerous expressions, to analyze specific expressions, and to define "good English" (9).

Available from: ERIC: ED 015 919, EDRS hardcopy, $1.30, 24 pp.

Usage Manual: Language Curriculum I and II. This manual, developed by the Oregon Project English Center under the direction of Albert Kitzhaber, is intended for use by seventh and eighth grade students. One hundred common grammar usage items are arranged alphabetically and in some cases are cross-referenced. Use of the manual is dependent on the teacher having a knowledge of transformational grammar (10).

Available from: ERIC: ED 010 159, EDRS hardcopy, $1.90, 38 pp.

Varieties of English, Using the Dictionary: Language Curriculum I, A Seventh Grade Student Study Guide for the Language Curriculum was developed by the Oregon Project English Center under the direction of

Albert Kitzhaber. The program contains background information and exercises on regional dialects, social dialects, and the functional varieties of language to be found in English (12).
Available from: ERIC: ED 010 149, EDRS hardcopy, $1.50, 30 pp.

Pattern Practice in the Teaching of English to Students with a Nonstandard Dialect, by San-Su C. Lin, is the final report of an English Project at Claflin University in South Carolina, which has an all-Negro student body. The three year project involved experiments with pattern practice techniques and materials for use in the classroom setting as well as the language laboratory. The program was found to be successful (14). Lin's report cites difficulties encountered in establishing effective programs. Her suggestions about pattern practice for TESOD, pp. 46-48 are very practical; she illustrates ways of incorporating pattern practice into the classroom activities rather than introducing meaningless drills out of context. A bibliography and several sample lessons are included (13).
Available from: Bureau of Publications, Teachers College, Columbia University, New York, 1965, 220 pp.

A Standard English for Urban Blacks, a collection of approaches to second dialect learning, includes contrastive drills, readings about dialects, dialogues, pattern practices, drills of several varieties, transformation drills (e.g. transform declaratives to imperatives) designed for mature speakers of Black nonstandard English. The program stresses phonological features; grammar is largely ignored. Two cautions to be exercised when using these materials: Attention is not given to individual differences, and it errs in confusing standard English with Northern standard; e.g., treatment of /ai/ as "standard" (for ["I"]) everywhere (15).

Available from: University of Wisconsin, Madison.

Macmillan Gateway English: A Literature and Language Arts Program, designed for seventh grade disadvantaged urban children, intersperses language study with the study of literature. Records, teacher's manuals, lesson plans, related activities, and a student manual with detachable worksheets are included for each unit. In an informal evaluation of these materials conducted by Marjorie Smiley, generally favorable reactions were expressed by the teachers and the pupils (16).

Available from: Macmillan Company, 60 Fifth Avenue, New York, New York, 10022.

Using Transformation Grammar Theory to Rebuild Language Confidence in Slow Learners in the Junior High School contains seventeen lessons which stress writing skills in a standard English. Although based on transformational grammar theory, the program is not designed to teach grammar but rather to build the student's confidence in his use of language. Successful results have been reported (17).

Available from: Linguistics Research and Demonstration Center, Rome City Schools, 307 Third Avenue, Rome, Georgia, 30161. Also available from ERIC: ED 030 201, EDRS hardcopy, $4.05, 79 pp.

Nonstandard Dialect, a teachers' guide produced by the New York City schools, includes descriptive materials and recommends classroom activities for teaching a standard English. As noted in the preface, the materials may be specific to the New York City area and non-applicable to other areas of the United States. The foreward contains a statement on the "additive" approach for use in teaching a standard English. Section One of the booklet outlines the major nonstandard features found in the speech of New York City students.

The second section, "Program of Instruction," outlines sequenced activities and includes suggestions for using tapes, dialogs, drills, and games (18).

Available from: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois, $1.00, 38 pp. Also available in ERIC: ED 021 248, but not available from EDRS.

Constructing Dialogs contains eighty-six structured, patterned drills designed for use by foreign students and speakers of nonstandard dialects at the upper secondary or college level. The drills, presented in a semi-programmed format, allow for individual differences and focus on oral language development. Simple four-line dialogs concentrate on proper pronominalization, verb tenses, nominalizations, and deletions. The section dealing with the past tense of verbs is especially helpful. The sequencing is based on a grammatical analysis of English and, as such, would be most beneficial if used by someone who could select material in the appropriate pedagogical sequence. This text should be used only where situational context can be established, and then only as a supplementary material for drill. The appendix on irregular verbs is useful (19).

Available from: Holt, Rinehart, and Winston, Inc., 383 Madison Avenue, New York, New York, 10010, $2.95. Also available in ERIC: ED 032 534, but not available from EDRS.

Constructing Sentences, a "self-help" in learning to control a standard English, is a non-theoretical text consisting of 112 tightly controlled drills presented in a semi-programmed format. This format allows teachers to assign drills on the basis of individual needs. The book designed for use with mature secondary or college students is better suited for work on the written rather than on the oral language. Again, a caution should be exercised in using this book. The sequencing is based on a grammatical rather than a pedagogical analysis of English and should only be used as a supplement to other materials (20).

Available from: Holt, Rinehart, and Winston, Inc., 383 Madison Avenue, New York, New York, 10017, $2.95. Also available in ERIC: ED 038 633, but not available from EDRS.

English: Target Series consists of three books, one for seventh grade (The Space Visitors,) one for eighth grade (The Time Capsule,) and one for ninth grade. The books contain timely information, numerous pictures, and a variety of language activities concentrating on important linguistic features, reading, composition, and oral language skills. The intent is to improve the students' ability to use a standard American English in both speaking and writing. The orientation is additive rather than corrective or remedial (21).

Available from: Harcourt, Brace and World, Inc., 757 Third Avenue, New York, New York, 10017, $2.25 per book.

Standard Oral English, Tenth Grade: Instructional Guide D, developed by Dolores Seidman for the Los Angeles City Schools, describes an oral language program designed for teaching standard, oral English to nonstandard speaking Mexican-American students. The guide includes general background information on dialects, motivational materials, pronunciation and usage lessons, classroom activities, an outline of the most common nonstandard usages and pronunciations of the Mexican-American student, and suggestions for dealing with them.

Available from: ERIC: ED 027 352, EDRS hardcopy, $8.15, 161 pp.

Generating English Sentences was developed at the Project English Center at Gallaudet College by William Stokoe, et al. The materials, designed for secondary students who do not frequently hear standard dialects, e. g. the disadvantaged, as well as speakers of other languages, consist of four volumes and a portfolio of pre- and post-tests to measure achievement. The lessons, along with 250 exercises, concentrate on (a) nominal fields containing pronouns or nouns, (b) transitive and intransitive verbs, direct and indirect objects, adverbs and adverbial fields, (c) verb combinations, (d) tenses of be, (e) adverb and adjective fields and the active and passive voice, (f) compound elements, and (g) adjective, adverb, or noun clauses (25). The set contains four volumes, with achievement tests.

Available from: Gallaudet College Bookstore, 7th and Florida Avenues, N.E., Washington, D. C., 20002, $16.00. Also available in ERIC: ED 037 427, but not available from EDRS.

Language Varies with Approach, (Unit 802), an eighth grade unit developed by the University of Minnesota Project English Center, concentrates on variations in language, emphasizing those variations found between the written and the spoken word. The unit includes sample lectures, discussion questions, and activities. Students are encouraged to draw situations from their own personal experiences in which varying degrees of usage would be appropriate (26).

Available from: ERIC: ED 027 321, EDRS hardcopy, $2.75, 53 pp.

Language Varies with Backgrounds and Interests, (Unit 901), a ninth grade unit developed by the University of Minnesota Project English Center, concentrates on the influence of age, sex, education, occupation, avocation, the region of origin, race, and ethnic background on a speaker's language. Dialect as used in literature is frequently employed to illustrate regional dialect variations. Discussion questions, activities, student questions, and a test are included in the unit (27).

Available from: ERIC: ED 027 323, EDRS hardcopy, $2.05, 39 pp.

Language Varies by Place: American English, (Unit 1101), an eleventh grade unit developed by the University of Minnesota Project English Center, concentrates on regional variations of American English, as well as the causes for these variations. The unit includes information on (a) the historical basis for dialect differences, (b) current speech characteristics of the major dialect areas, (c) influences of other languages on American English, (d) linguistic geography, and (e) dialect in literature. Lists of audio-visual materials, selected reference works, literary works using dialect, sample lesson plans, discussion guides, lectures, worksheets, student activities, and a unit test are included (28).

Available from: ERIC: ED 028 178, EDRS hardcopy, $4.80, 94 pp.

The English Language: The Linguistic Approach, intended for junior high school students, was developed by the Project English Center at Western Reserve. The program contains a collection of papers on teaching language: (a) "The Classroom Teacher and Linguistic Eclecticism" by A. Hood Roberts, (b) "Some Notes on Linguistics and the Teaching of English" by Joseph H. Friend, (c) "A Unit of Dialects" by James F. McCampbell, and (d) "Teaching Syntax" by George Hillocks. The readings are followed by nine units related to dialect, syntax, changes in the English language, morphology, definition and etymology, and semantics. The guide includes objectives, suggestions for teachers, study guides, exercises, and bibliographies (29).

Available from: ERIC: ED 017 495, EDRS hardcopy, $12,65, 251 pp.

Standard Oral English, Seventh Grade: Instructional Guide A, developed by Marilyn Wilson for the Los Angeles City schools, describes an oral language program intended for use by Black students who speak a nonstandard dialect. The first section of the guide contains general background information on dialects and motivational materials. The following sections contain pronunciation and usage exercises which concentrate on specific features found in nonstandard Black dialects. The guide includes classroom activities, an outline of the major characteristics of Negro dialect, general teaching suggestions, a bibliography, tapes and filmstrips (30).

Available from: ERIC: ED 027 353, EDRS hardcopy, $6.85, 135 pp.

REFERENCES - Materials for Secondary Grades

1. Chandler, W. J. An approach to teaching English dialects. Report 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 145.

2. Chandler, W. J. et al. An approach to teaching English usage. Report no. Pub-No-431, 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 146.

3. Cockrell, W. & Johnson, K. R. Standard oral English, tenth grade: Instructional guide C. Report no. LACS-Pub-ESEA-3-4, 1967, Los Angeles City Schools, Division of Secondary Education, California. Also in ERIC: ED 027 351.

4. Feigenbaum, I. W. English now. New York: New Century, 1970.

5. Golden, R. Golden series of American English language lessons at high school level (14 tapes). Golden language tapes, Highland Park, Michigan.

6. Hernandez, L. F. Standard oral English; seventh grade: Instructional guide B. Report no. LACS-Pub-ESEA-3-2, 1967, Los Angeles City Schools, Division of Secondary Education, California. Also in ERIC: ED 027 354.

7. Hook, J. N. & Evans, W. H. Individualized English. Chicago: Follett Publishing, 1964.

8. Johnson, K. R. Nonstandard Negro dialect-effects on learning. Chicago: Instructional Dynamics, Inc., 1971. (Series of five tapes.)

9. Kitzhaber, A. A mature attitude toward usage, language curriculum VI. Report no. CRP-H-149-86, Oregon University, Eugene. Also in ERIC: ED 015 919.

10. Kitzhaber, A. Usage manual: Language curriculum I and II, student version. Report 1965, Oregon University, Eugene. Also in ERIC: ED 010 160.

11. Kitzhaber, A. Usage manual: Language curriculum I and II, teacher version. Report 1965, Oregon University, Eugene. Also in ERIC: ED 010 159.

12. Kitzhaber, A. Varieties of English, using the dictionary: Language curriculum I, student version. Report 1965, Oregon University, Eugene. Also in ERIC: ED 010 149, ED 010 630 (Teacher Version).

13. Lin, S. C. Pattern practice in a freshman English program. In R. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1964, 57-62.

14. Lin, S. C. Pattern practice in the teaching of English to students with a nonstandard dialect. Report 1965, Bureau of Publications, Teachers College, Columbia University, New York.

15. Luelsdorff, P. A. Standard English for urban blacks. Unpublished paper, Spring 1970, University of Wisconsin, Madison.

16. Macmillan Gateway English: A literature and language arts program New York: Macmillan,

17. Midkiff, D. R. & Midkiff, R. Using transformation grammar theory to rebuild language confidence in slow learners in the junior high school. Report no. ESEA-3, 1968, Rome City School System, Rome City, Georgia. Also in ERIC: ED 030 101.

*18. Nonstandard dialect. Urbana: NCTE, 1968. Also in ERIC: ED 021 248.

19. Rand, E. Constructing dialogs. New York: Holt, Rinehart and Winston, 1969. Also in ERIC: ED 032 534.

20. Rand, E. Constructing sentences. New York: Holt, Rinehart and Winston, 1969. Also in ERIC: ED 038 633.

21. Robinett, R. F. & Bell, P. W. English: Target series. New York: Harcourt, Brace and World, 1968.

22. Robinett, R. Michigan migrant primary interdisciplinary program. Ann Arbor: Michigan Department of Education, 1969.

23. Seidman, D. M. Standard oral English, tenth grade: Instructional guide D. Report no. LASC-Pub-ESEA-3-1, 1967, Los Angeles City Schools, Los Angeles. Also in ERIC: ED 027 352.

24. Smiley, M. B. Development of reading and English language materials for grades 7-9 in depressed urban areas. Report no. CRP-H-022, October 1965, Hunter College, City University of New York. Also in ERIC: ED 003 081.

25. Stokoe, W. C., Jr. et al. Generating English sentences, books 1-4 and tests. Washington, D. C.: Gallaudet College Bookstore, 1967. Also in ERIC: ED 037 427.

26. University of Minnesota. Unit 802: Language varies with approach. Project English Center, Minneapolis, 1968. Also in ERIC: ED 027 321.

27. University of Minnesota. Unit 901: Language varies with backgrounds and interests. Project English Center, Minneapolis, 1968. Also in ERIC: ED 027 323.

28. University of Minnesota. Unit 1101: Language varies by place: American English. Project English Center, Minneapolis, 1968. Also in ERIC: ED 028 178.

29. Western Reserve Project English. The English language: The linguistic approach. Available from ERIC: ED 017 495.

30. Wilson, M. Standard oral English; seventh grade: Instructional guide A. Report no. LACS-Pub-ESEA-3-3, 1967, Los Angeles City Schools, California. Also in ERIC: ED 027 353.

*See annotated bibliography at end of Section Three.

GUIDELINES

Some general guidelines have been developed by the English staff of CEMREL, Inc., in Minneapolis for selection of materials. These guidelines are included in a program developed by CEMREL, Learning a Standard English which is discussed in Section Four. The criteria include:

1. Material (or parts of materials) must treat one or more of the specific nonstandard features.
2. Exercise items must require action on the part of the learner (not merely "notice," "observe," or "understand"). They may profitably be preceded by linguistically sound didactic material.
3. Materials should be designed or be easily adaptable to use by an individual. (Good materials requiring a group--two or more--will be acceptable, but they should be labelled as such.)
4. Materials must be inherently interesting to students, attractive, "fun," and contain relevant content.
5. Materials should be self-checkable or easily checked by a student, aide, or teacher.
6. Materials should call for (1) both oral and written response, (2) for oral response, (3) for written response--in that order of preference.
7. An objective tone is sought. Materials should not "scold" or "talk down" to students about making "errors" but should speak to the student as one who may have made a situationally inappropriate choice of forms.
8. Materials should require minimal reading on the part of the student in that reading problems tend to be more numerous among nonstandard speakers.
9. Use of audio-visual media in augmentation materials is a plus, in that it can give greater illusion of reality to the learner, in addition to a degree of variety from print.
10. Materials should be available at a reasonable cost.
11. Materials must be durable enough for classroom use and capable of storing by student and/or aide.
12. Materials should specify the social context in which the language occurs.

MATERIAL: ____________________

	RATING	F.	WEIGHTED RATING	COMMENTS
1. Treats critical features		x3		
2. Student action		x1		
3. Individualizable		x2		
4. Interesting		x3		
5. Self-checkable		x2		
6. Type of response		x2		
7. Objective, non-pejorative tone		x3		
8. Minimal reading		x2		
9. Use of A-V		x2		
10. Cost is reasonable		x1		
11. Durability and self-storing		x2		
12. Context specified		x2		
		TOTAL WEIGHTED RATING		

100 - 125	Excellent
75 - 99	Good
50 - 74	Average
25 - 49	Below Average
0 - 24	Poor

CONCLUSION

The number of materials available for use in teaching a standard English is limited, but growing. Only a representative sample of these materials has been presented in this chapter. As noted in the introduction to this section, that which is known is probably a small part of the existent materials on dialect addition. Even at this writing (Winter of 1971) there are probably several linguists and educators preparing classroom materials for dialect augmentation.

CHAPTER ELEVEN--PROMISING PROGRAMS IN DIALECT AUGMENTATION

Numerous programs on dialect augmentation were evaluated during the course of this review. It is impossible to cite all the programs in this area, for many highly successful programs on dialect and dialect learning are being implemented on local and/or experimental bases. Of those selected for review, many were identified because they were government funded projects, some were identified because they were published, and a limited number were identified through discussions with professionals in the area of dialect augmentation. A number of programs may have been omitted due to the lack of circulated information as to their goals and purposes as well as data related to their effects. While several major programs are reported in this section, the part that shows is quite probably analagous to the visible part of an iceberg.

PROGRAMS AND INFORMATION ON PROGRAMS APPLICABLE FOR ALL GRADE LEVELS

Several major references are available to educators interested in establishing programs for dialect augmentation. Kneifel has compiled a list of programs for strengthening the education of Spanish-speaking students (3). Andersson's "What is an Ideal English-Spanish Bilingual Program" provides guidelines for programs as well as procedures for initiating them (1). Light points out that currently the most promising programs are those supported under the Bilingual Education Act and recommends the adaptation of their procedures for other types of programs. He also cites the Career Opportunities Program and the Triple T Programs as being worthy of study (4).

The Milwaukee Public Schools have developed an innovative speech and language development program which utilizes speech therapists in dealing with the language problems of the nonstandard-speaking student. This approach has led to significant improvement in the educational attainment of these disadvantaged children (5).

In his article, "Language Learning and Teaching," Davis states that ideally programs should combine the best of linguistic and cultural analysis (2). A complete summary of authoritative recommendations for establishing language programs for linguistically different learners has been compiled by Dorothy Strickland. Since it reflects the opinions of numerous authorities on the subject of dialect augmentation, her summary is reproduced here in its entirety.

> Experts have offered guidelines for designing language programs for linguistically different learners. A look at some of these and their implications for teachers will be helpful:
>
> 1. The school, and particularly the teacher of language arts, must accept the language which the learner brings to school. It is doubtful that these children will accept the language of the school if the school does not accept their language. Teachers must refraim from referring to students' speech as "careless" or "wrong."
>
> 2. Language programs must be based on the language the child brings to school. Programs should not be based on the replacement of one dialect for another. Language expansion and flexibility should be the ultimate goal. Implications for reading would indicate the experience stories be basically written in the child's language. These should comprise a major part of the beginning reading program and continue throughout the grades.
>
> 3. No matter how deviant their language may be from standard English, children must be helped to communicate ideas and express themselves. Implications for the classroom teacher would include a variety of oral language activities as a must in the daily program.
>
> 4. Any skill instruction must be based on a careful analysis of the child's dialect and should emphasize the use of techniques proven effective in teaching English as a second language. The points of interference between the child's dialect and standard English must be dealt with on a systematic basis. This would imply that teacher training institutions must be trained in the phonology and structure of the nonstandard dialect prevalent in their area and in basic techniques used in teaching English as a second language.

5. The experts disagree as to whether or not special reading materials are absolutely necessary. They do agree, however, that reading materials and reading instruction must draw, as much as possible, on experiences and settings appropriate to the children. Teachers should select those materials suitable to their particular group of learners and every attempt must be made to make the curriculum relevant to their needs. Teachers should avoid the interruption of a child's oral reading to correct errors which reflect a point of interference between the child's dialect and the reading materials, as long as the intended meaning has been maintained. Instead, they should note the points of interference and select those for future attention.

6. Language expansion activities should, as much as possible, simulate the child's first language learning atmosphere and experiences. This means that these activities must take place in a warm, rewarding atmosphere. They must be based on experiences known to be appealing to children at the particular stage of development for which they are intended. They should employ the use of imitation, as this is a primary mode of oral language acquisition. Although the teacher must set aside specific times for planned language activities, she should be aware that language learning takes place constantly.

7. The teacher should maintain his natural speech habits. Acceptance of the child's native language does not necessitate the teacher's use of the child's dialect. The teacher should serve as a model for expanding the child's limited speech repertoire.

It would seem, then, that the "black is beautiful" theme must be adopted by teachers to the extent that total acceptance of the child's nonstandard dialect takes place. Without this acceptance, the total language arts program is unlikely to be successful. It would also seem, however, that, while "white" is not inherently "right," it is necessary. That is, while no dialect is intrinsically any better than any other dialect, acquisition of the prestige dialect within a given broad culture is usually a prerequisite for educational, social, and economic success in that culture. Language programs which seek to expand the child's language repertoire and promote greater language flexibility, without negating the rich store of language the child brings to school, would seem to be the answer. (7).

REFERENCES - Promising Programs in Dialect Augmentation

1. Andersson, T. What is an ideal English-Spanish bilingual program? Florida FL Reporter, 1969, 7(1), 40, 168.

2. Davis, A. L. Language learning and teaching. In A. L. Davis (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

3. Kniefel, T. S. Programs available for strengthening the education of Spanish speaking students. Paper presented for the conference on teacher education for Mexican-Americans, 1969, Mexico State University, University Park, New Mexico. Also in ERIC: ED 125 366.

4. Light, R. L. On language arts and minority group children. Paper presented at the annual NCTE convention, Washington, D. C., November 1967.

5. Milwaukee Public Schools. Program for developing speech and language skills in the educationally deprived child through the utilization of the specialized training of speech therapists, September 6, 1966--June 16, 1967. Program evaluation. Report 1967, Division of Curriculum and Instruction, Milwaukee Public Schools, Milwaukee. Also in ERIC: ED 029 058.

6. Speech improvement program. Philadelphia schools. In Inventory of projects and activities in reading and English. Washington, D.C.: Center for Applied Linguistics, 1967.

7. Strickland, D. S. Paper presented at the NCTE convention, Atlanta, 1970.

PROGRAMS AT THE ELEMENTARY SCHOOL LEVEL

Many programs reported in this section were designed for preschool children; however, they could be adapted for use in the early elementary grades. One such program, the Deutsch Model, has been designed at the Institute for Developmental Studies of the University of New York. While based on the language deficit theory, early intervention and remediation, this model has several features to offer. Learning is individualized, students receive immediate feedback, and it incorporates into instruction the use of cameras, creative dramatics, and numerous opportunities for verbal expression designed to create positive self-concepts (6). Children who participated in the institute's program for five years performed better than the control group on several measures of language ability as well as in actual achievement. It is also significant to note that they maintained much of this early achievement (5).

Another preschool program based on the deficit theory is the Bereiter-Engelmann Preschool Program at the University of Illinois, Urbana. Like the Deutsch Model Institute, the Bereiter-Engelmann preschool has several features which could be adapted to other language programs. The goal of the Bereiter-Engelmann Preschool is to prepare disadvantaged children for public school by teaching a "teaching language." The curriculum, based on the writings of Basil Bernstein, makes extensive use of pattern drill as well as exemplary small group teaching techniques. Research has demonstrated the program to be effective. On the first testing, children in the program averaged from one-half to one and one-half years below average on all language tests. At the end of the second year, however, their scores were nearly average with the exception of the grammar section (2), (14). Though based on what many linguists believe to be an erroneous set of assumptions related to the language development of children, the materials prepared by Bereiter and Engelmann are extensively used in classrooms. Some of these materials have been incorporated in the DISTAR Program published by Scott Foresman Company of Chicago. Others are included in the book, Language Activities for the Disadvantaged which is described in Chapter Ten.

Another preschool program which could be adapted for use in the primary grades is the Bilingual Oral Language and Conceptual Development Program intended for Spanish-speaking pre-school children developed by the Michigan Department of Education. This program, containing 59 lessons written in English and 61 lessons written in Spanish, focuses on basic concepts related to size, color, number, time, space, familiar objects, and relationships. It not only assists the student in acquiring control of Spanish and English, but also attempts to assist him in the acquisition of standard alternatives for certain nonstandard features of his own Spanish dialect (1).

Numerous programs have been designed specifically for use in the elementary grades. Francis has reported the development and preliminary field testing of a multisensory language development program for use in kindergarten, first grade, and fourth grade: This multisensory method, based on the theories of Piaget, Hebb, and Montessori, is directed towards ten specific features commonly found in the speech of disadvantaged children in the Southeastern United States. The effectiveness of the program was demonstrated by a student increase in: (a) the amount of language used,

(b) the number of standard forms used, and (c) auditory discrimination skills. The program also tended to facilitate intellectual development as measured by the Binet test of Intelligence (8).

The Syracuse Oral Language Development Program attempts to teach the oral communication skill of auditory discrimination and to provide experiences in language expression and comprehension. Succinctly, the major objective of this program is to develop an awareness of standard English usage as a tool for communicating feelings, ideas, and experiences. An informal evaluation of the program indicated that the program is effective. A complete outline of the content as well as a description of the teacher and student population has been prepared by Lissitz and Cohen (11).

The Wakulla County Oral Language Project has also been successful in enabling the teacher to analyze the speech patterns of rural children and to write drills which will provide alternative patterns where needed (13). Two distinct teaching strategies are used in the program: (a) Teaching of a standard English, and (b) teaching a dual system of phonics. The major objective of the project is to create a classroom dialect that will also increase the social and economic mobility of the students and their function in the working situations towards which they aspire (3).

The State of Hawaii has produced extensive training materials for use with Pidgin-speaking children. Though only partially adaptable for use with other nonstandard speaking children, the materials would be useful to individuals developing locally applicable materials. The Hawaii English Project (HEP) uses a system approach to language learning. The program has been commended by principals of the participating schools, by visitors to the classrooms, and by professionals in a variety of educational fields (15).

The reference, Teaching Standard English as a Second Dialect to Primary School Children in Hilo, Hawaii, consists of two volumes. The first volume contains an introduction, a description of the project site, the evaluation strategy, the instrumentation, the procedures for the development of materials, the procedures for the presentation of lessons, the data analysis and results of conclusions and recommendations, a bibliography, and a contrastive analysis section. The second volume contains a teacher's guide, audio-visual aids, a phonemic symbol list, a phonology lesson section, a format for structured lesson, a glossary of terms, and a comprehensive bibliography (16).

The Psycholinguistic Oral Language Program: A Bi-dialectal Approach, developed by the Board of Education of the City of Chicago under the direction of Lloyd Leaverton, is intended for Afro-American children in grades 1-3, who speak a nonstandard English. The program focuses on specific features, e. g., the absence of forms of the verb be, were as the past plural of be, and the third person singular ending -s or -es. The language to be used is described as "School Talk" or "Everyday Talk." The materials incorporate the additive approach to dialects and include many pattern drills, followed by dialogs, written exercises, and other classroom activities. The lessons are well structured to prevent errors of distribution, thereby reducing the probability of overcorrection. The teacher is cautioned to watch for interference and not to label items which are a result of hypercorrection as "Everyday Talk." A major attribute of the book is that it provides instruction for teachers on how to protect the child psychologically. The text might be critized for the inclusion of several paradigmatic pattern practice drills, but an effective teacher could incorporate this type of habit-forming drill into meaningful contextual exercises (9), (10).

Although somewhat dated (1965), Language Programs for the Disadvantaged, a book produced by the National Council of Teachers of English Task Force on Teaching English to the Disadvantaged, contains several sections which would be of use to the elementary teacher or the elementary administrator who is developing a dialect augmentation program. The second section of the book deals specifically with programs at the elementary level, the fifth section contains the recommendations of the task force, and the appendices contain annotated references as well as an index to programs, projects, and participating schools (4).

Other helpful suggestions for those initiating dialect augmentation programs may be found in Yonemura's Developing Language Programs for Young Disadvantaged Children, which was discussed in Chapter Ten (18).

REFERENCES - Programs at the Elementary Level

1. Benjamin, R. C. A bilingual oral language and conceptual development program for Spanish-speaking pre-school children. Paper presented at third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 087.

2. Bereiter, C. An academically-oriented pre-school for disadvantaged children: Results from the initial experimental group. Report, University of Illinois, Urbana.

3. Burks, A. & Guilford, P. D. Wakulla county oral language project. Elementary English, May 1969, 46(5), 606-611.

*4. Corbin, T. & Crosby, M. (Eds.) Language programs for the disadvantaged. Urbana: NCTE, 1965.

5. Deutsch, M. An evaluation of the effectiveness of an enriched curriculum in overcoming the consequences of environmental deprivation: Final report. Report June 1, 1971, Institute for Developmental Studies, New York.

6. Deutsch model-Institute for Developmental Studies. Report 1968, New York University. Available from ERIC: ED 020 009.

7. Dunn, L. M. et al. The effectiveness of the Peabody language development kits and the initial teaching alphabet with disadvantaged children in the primary grades: After two years. Report no. IMRID-6, August 1967, George Peabody College for Teachers, Nashville.

8. Francis, A. S. The development and preliminary field testing of a multisensory language development program for kindergarten, first grade and fourth grade, with a supplementary volume. Doctoral dissertation, George Peabody College for Teachers, 1970. Ann Arbor: University Microfilms, no. 70-23,330. Also in ERIC: ED 050 096.

9. Gladney, M. R. & Leaverton, L. A model for teaching standard English to nonstandard English speakers. Available from ERIC: ED 016 232.

10. Leaverton, L. et al. Psycholinguistic oral language program: A bidialectal approach. Experimental edition, part 1. Chicago: Chicago Board of Education, 1968. Also in ERIC: ED 034 970.

11. Lissitz, R. W. & Cohen, S. L. A brief description and evaluation of the Syracuse oral language development program. Reading Teacher, October 1970, 24(1), 47-50.

12. New York University. The Deutsch model--Institute for Developmental Studies. Report 1968, New York University, Institute for Developmental Studies, New York. Also in ERIC: ED 020 009.

13. Oral language materials, Wakulla County. ESEA Title III, project no. K-4, Wakulla County, CAI Center, Crawfordsville, Florida.

14. Osborn, J. Teaching a teaching language to disadvantaged children. Institute of Research on Exceptional Children, Illinois University, Urbana. Also in ERIC: ED 015 021.

15. Owens, T. R. et al. Annual evaluation report of the Hawaii English project for 1969-1970. Report 1970, Hawaii Curriculum Center, Hawaii University, Honolulu. Also in ERIC: ED 050 103.

16. Peterson, R. O. H. et al. Teaching standard English as a second dialect to primary school children in Hilo, Hawaii. Two volumes. Washington, D. C.: U. S. Office of Education, October 1969.

*17. Psycholinguistic oral language program: A bi-dialectal approach. Board of Education, City of Chicago, 1968.

*18. Yonemura, M. Developing language programs for young disadvantaged children. New York: Teachers College Press, 1969.

*See annotated bibliography at the end of Section Three.

PROGRAMS APPLICABLE FOR HIGH SCHOOL AND COLLEGE STUDENTS

Early work on dialect augmentation was completed for the learning laboratories of the Atlanta, Georgia public schools by Eunice Sims, et al. New materials are being developed, though they are non-attainable from the Atlanta schools. A description of the Atlanta Model is available through ERIC. The program itself focuses on reading instruction, oral pattern practice drills and composition instruction. Especially noteworthy in this program is the provision made for in-service training and for release time for teachers to study the materials. Summer workshops are also utilized for the preparation of teachers (1).

The Pittsburgh Public Schools have developed an oral language program: The Standard Speech Development Program. Although, the program has not been demonstrated to have significantly influenced teacher's attitudes or procedures, revisions and modifications are continuing and the results should be followed. The program, designed for junior high school students, is directed towards the student's control of a standard English through oral pattern drills. A description of this program is available through ERIC (9).

Although somewhat dated (1965), Language Programs for the Disadvantaged, a book produced by the National Council of Teachers of English Task Force on Teaching English to the Disadvantaged, contains several sections which would be of use to secondary English teachers or administrators wishing to develop a dialect augmentation program. The second section of the book deals with programs at the secondary level; the fifth section contains the recommendations of the task force; and the appendices contain annotated references as well as an index to programs, projects, and participating schools (2).

The American Institutes for Research has produced a series of language development training materials, with audio tapes for the Job Corps program. These are soon to be available through the U. S. Government printing office. Principal investigators in this development were George Gropper and Jerry G. Short (4).

COLLEGE LEVEL

The Brown-Tougaloo English Language Project, under the direction of W. Nelson Francis, and with the assistance of Beryl Bailey and Robert Meskill, has produced a course for improving entering freshmen's command of standard English. The emphasis is on the positive factors of standard dialect acquisition and language enrichment. It is built on a solid base of research into English and utilizes several of the techniques of TESOL. It initially emphasizes oral repetitive drill, pattern practice with variation, and a gradual introduction of some organized facts about the structure of standard English. The oral language is dealt with first; reading and writing are delayed until the student has a good command of the phonology of standard English. The appendix in the final project report contains an elaborate analysis of nonstandard syntax, a detailed statistical analysis of the study itself, and copies of the tests used in the study. Although the program has not been demonstrated to be successful, the report has much to offer. It includes a complete analysis of the differences between one non-standard dialect and a standard English. The sections on Construction (A-27) and on Predication

(A-38) are good references. According to one critic of the program, the Brown-Tougaloo Project has provided a wealth of linguistic information which could be very useful, but a program which wasn't too successful. According to Francis himself, "We still don't know what works." In spite of this, the systematic approach to find what does work is noteworthy and the results of this project should be followed (3).

Lin's developmental English program for the culturally disadvantaged at Claflin College used an audiolingual approach for teaching a standard English to entering freshmen. One of the greatest contributions of this program is the emphasis on teacher attitude and motivation--two crucial variables in any program attempting to teach a standard English as an alternative dialect for the nonstandard speaker (8).

The State of Hawaii has developed a Speech-Communication Learning System at the University of Hawaii in Honolulu. Although it is designed for speakers of Pidgin-English, several aspects of the program could be adapted for use in dialect augmentation programs. The programmed materials and accompanying tapes can be completed in ten to fifteen hours.

One interesting feature of this program is the emphasis on paralinguistics rather than the linguistic content and form of English. Emphasis is placed on such variables as eye-contact, loudness, voice-quality, pitch, rate, and articulation. Copies of the scripts used on the tapes as well as the tests employed are available (5), (6).

CONCLUSION

While none of the programs cited in this section have been an unqualified success, each has characteristics to recommend it. All have attempted to develop and test materials for teaching nonstandard speakers a standard English, most have considered the importance of teacher attitude and motivation, and almost all have stressed the additive approach to language. Hopefully, as these programs continue to be tested and revised, they will adequately meet the educational needs of the speakers of nonstandard dialects.

REFERENCES - Programs Applicable for High School and College Students

1. Atlanta model. A program for improving basic skills. Communication skills labs, Atlanta Public Schools, Georgia, January 1967.

*2. Corbin, R. & Crosby, M. (Eds.) Language programs for the disadvantaged. Urbana: NCTE, 1965.

*3. Francis, W. N. Brown-Tougaloo English project. Final report, July 1970, Rockefeller Foundation, Providence, Rhode Island.

4. Gropper, G. L., Short, J. G., Holland, A. & Lievergott, J. Development of a program to teach standard American English to speakers of nonstandard dialects. Report, American Institutes for Research, Pittsburgh.

5. Heinberg, P. et al. Speech-communication learning system. Volume one, learner's handbook. Volume two, scripts of all audio programs. Honolulu: Speech Communication Center, University of Hawaii, 1968. Also in ERIC: ED 020 523 and ED 020 521.

6. Heinberg, P. Script of speech-communication evaluation test. Honolulu: Speech Communication Center, University of Hawaii, 1969. Also in ERIC: ED 026 633.

7. Lin, S. C. A developmental English program for the culturally disadvantaged. College Composition and Communication, December 1965, 16(5), 273-276.

8. Pittsburgh Public Schools. Standard speech development program: 1968 report. Report 1968, Pittsburgh Public Schools. Also in ERIC: ED 025 526.

*See annotated bibliography at the end of Section Three.

CHAPTER TWELVE--THE INFLUENCE OF NONSTANDARD DIALECT ON COMPOSITION AND READING

NONSTANDARD DIALECT AND COMPOSITION

Features of a nonstandard dialect may also interfere with the acquisition of skill in writing a standard English.

In a study of the written compositions of Black inner-city students at a major university, Fasold found that over 40% of the composition errors were due to dialect interference (5). Gibson, in a quantitative examination of differences and similarities in written and spoken messages, found that spoken style was significantly more readable, more interesting, and contained a simpler vocabulary than did the written style (6). Reed found a close analogy between learning a second language and learning to read and write one's native language (8). Ruddell, in "Oral Language and the Development of Other Language Skills," states that the available research evidence strongly suggests a high degree of interrelatedness among the various communications skills. His review of the research indicated that oral language development served as the underlying base for reading and writing achievement (29). In a comparison of the oral and written stylistic structure of a group of inner-city Black students, Smitherman found a significant difference between the oral and written style of the subjects studied. Black children did not write exactly as they spoke. Not only was their writing more formal and precise, it was characterized by greater sophistication and closer adherence to the standard grammar (11). Wolfram cited an informal investigation of college freshmen in inner-city Detroit which revealed that approximately 45% of their misspellings and unacceptable grammatical forms were directly related to interference from the pronunciation and grammar of their spoken English (14).

Burling, in "Standard Colloquial and Standard Written English: Some Implications for Teaching Literacy to Nonstandard Speakers," stresses the difference between the written and the spoken language (3). This distinction is currently made in few textbooks, yet it appears to be a crucial distinction when dealing with dialect augmentation.

Schotta has recommended that learning a standard English is best approached through writing, for writing is easier to control than speaking and involves less emotional stress (10). It may also be a convenient starting point for another reason. There is little question raised about the value of being able to write in a standard English. Craig presents an interesting and helpful pamphlet, Reading and Writing Standard English, a program in which children's writing is accepted on the basis of successful communication rather than on the basis of mechanics and grammar (4).

SPELLING

Materials have also been developed to assist nonstandard speaking students in acquiring spelling skills. Among these materials are Allen's "English Sounds and Their Spelling" (2), Graham's "Dialect and Spelling" (7), The University of Minnesota Project English Unit 702, "Our System of Spelling" (12), and Venesky's "Linguistics and Spelling" (13). A common theme found in these works is stated by Venesky when he advocates a spelling program based on the speech of the learner rather than on an idealized dialect. He suggests that if sound to spelling relationships are to be used, they must be based on sound linguistic description, not on mythological "regular" and "irregular" categories (13).

REFERENCES - Nonstandard Dialect and Composition

1. Allen, R. L. et al. English sounds and their spellings; a handbook for teachers and students. Crowell Contemporary English Series. New York: Thomas Y. Crowell, 1966. Also in ERIC: ED 022 168.

2. Brengelman, F. H. Dialect and the teaching of spelling. Research in the Teaching of English, 1970, 4, 129-138.

3. Burling, R. Standard colloquial and standard written English: Some implications for teaching literacy to nonstandard speakers. Florida FL Reporter, 1970, 8(1 & 2), 9-15, & 47.

4. Craig, M. C. Reading and writing standard English. Paper presented at the NCTE convention, Honolulu, November 1967. Also in ERIC: ED 016 585.

5. Fasold, R. W. What can an English teacher do about nonstandard dialect? The English Record, April 1971, 82-91.

6. Gibson, J. W., Gruner, C. R., Kibler, R. J. & Kelly, F. J. A quantitative examination of differences and similarities in written and spoken messages. Speech Monographs, 1966, 33(4), 444-451.

7. Graham, R. T. & Rudorf, E. H. Dialect and spelling. Elementary English, March 1970, 47, 363-375.

8. Reed, D. W. Linguistics and literacy. In J. E. Alatis (Ed.), Monograph series on languages and linguistics, no. 22, 1969, Georgetown University, Washington, D. C., 93-103.

9. Ruddell, R. B. Oral language and the development of other language skills. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1969.

10. Shotta, S. G. Toward standard English through writing--an experiment in Prince Edward County, Virginia. TESOL Quarterly, September 1970.

11. Smitherman, G. H. A comparison of the oral and written styles of a group of inner-city black students. Dissertation Abstracts International, 1970, 31, 747A.

12. University of Minnesota. Units. Project English Center, Minneapolis, 1967.

13. Venezky, R. L. Linguistics and spelling. Working paper no. 15, April 1969, University of Wisconsin Research and Development Center, Madison.

14. Wolfram, W. A. & Whiteman, M. The role of dialect interference in composition. Florida FL Reporter, 1971, 9(1 & 2).

NONSTANDARD DIALECT AND READING

The literature describing the effects of a nonstandard dialect on learning to read is extensive. Only studies representative of the various viewpoints will be included in this chapter. One of the most frequently used references on this subject is Baratz and Shuy's Teaching Black Children to Read (6), which contains a collection of articles on the subject by authorities in the field, including McDavid, Goodman, Labov, Fasold, Baratz, Shuy, Wolfram, and Stewart (6).

Two additional sources of information are Baratz's "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children" (5) and Chall's "Research in Linguistics and Reading Instruction: Implications for Further Research and Practice" (8).

The fact that nonstandard dialect interferes with learning to read has been stated by Baratz (4), (6), Ivey (14), K. Johnson (15), Labov (17), Leaverton (18), Lee (19), Malmstrom (20), Sherk (33), and Smith (27). Plumer noted that nonstandard speakers may have a particulary difficult time in learning to read (25), and K. Johnson stated that the relationship between achievement, especially in reading, and inability to speak standard English has been frequently demonstrated (15).

The value of the oral/aural approach and of learning a standard English before attempting to read has been stressed by Anderson (1), Craig (10), May (21), Plumer (25), and Rudell (29). May, in studying the effects of environment on oral language development reports several studies which indicate the importance of oral language development before reading instruction begins (21). As noted previously, Ruddell suggests a high degree of interrelatedness among the various communication skills and indicates oral language development serves as the underlying base for the development of reading and writing achievement (29).

The importance of knowing the specific dialect in which the materials are prepared, i.e. standard English, is emphasized by Athey (2), May (21), Milligan (22), Sherk (33), Sepulveda (33), and Smith (37). In a study of the effects of a group language development program on the psycholinguistic abilities and later beginning reading success of kindergarten children, Milligan found that the students participating in the group language development in a standard English BEFORE reading instruction began did significantly better than the control group which did not have the group language development program (22). Sepulveda represents the general impression held by authorities when he states that teaching reading before formal language usage establishes a substantial language barrier which inhibits learning in all areas. Learning to read should only be attempted after listening and speaking skills in a standard English have been acquired (36). Rystrom, on the other hand, rejected the interference hypothesis based on his studies of the effects of standard dialect training on Negro first-graders learning to read. He found that dialect training did not facilitate learning to read (31). He found no significant differences between the groups which would confirm the assumption that dialect training in a standard English has a positive effect upon reading achievement. Indeed, the dialect training seemed to have confused the child (30). Still, the weight of informed opinion and research indicates that speaking a nonstandard dialect does interfere with learning to read.

Numerous approaches to teaching reading to speakers of nonstandard dialects have been advocated. One approach requires that the teacher learn the dialect of the student. She can then mentally translate the student's nonstandard rendition of a reading passage into standard English. This approach has been advocated by Baratz (6), Donelson (12), Smith (37), and Wolfram (43).

Another approach which has many adherents is the language experience approach advocated by Berg (7), Kasdone (16), and Plumer (25). Plumer, in his review of language programs for the disadvantaged, states that researchers and theorists alike agree on the need for rich and varied language experiences as an essential condition for successful reading (25). It has also been suggested that materials should be developed in the dialect of the learner. As might be expected, there are major arguments for and against this approach. Again, only representative statements will be cited.

IN FAVOR OF DIALECT READERS

In view of the amount of interference caused by the nonstandard dialect as well as the serious limitations imposed by delaying reading instruction until a student has a command of an oral standard English, the development of dialect readers is advocated by Baratz (4), (6), K. Johnson (15), Leaverton (18), Lee (19), Malmstrom (20), Modiano (23), (24), Potter (26), Shuy (36), Stewart (38), (39), and Wolfram and Fasold (44). Baratz, in Teaching Black Children to Read, a comprehensive reference on this topic, maintains that literacy must be based on the language the child uses and that materials must be prepared in the child's own dialect. Specifically, the materials should include only the forms he hears and uses; forms which he doesn't hear and doesn't use would be excluded. Several examples of such materials are included in the text (6). Baratz maintains that beginning readers for speakers of divergent dialects should use familiar language patterns, incorporate controlled vocabulary, and provide a transition to a standard English (4). K. Johnson, after discussing the influence of nonstandard Black dialect on reading achievement, illustrating the problem areas, and citing major points where conflict exists, stresses that nonstandard speaking students need to be taught to read their own dialect with grammatical changes made in the reading texts to match their nonstandard grammar. Later, after they have acquired the decoding process and attained some facility in speaking a standard English, they can be taught to read standard English. He indicates that teachers should ignore the phonological conflict points between nonstandard Black dialect and standard English and concentrate instead on teaching children to read in their dialect while retaining standard spellings in the reading texts (15).

Shuy agrees with this general strategy when he says that beginning reading materials should include the grammatical forms which occur in nonstandard English even though they may be absent in standard English. Grammatical forms which occur in standard English but do not occur in nonstandard English should be excluded from the beginning reading materials. Further, beginning reading materials should be written so that syntactic structures of the written text reflect the syntactic structures of the reader's oral language experience which is consistent with the task at hand--learning to read (36).

Stewart, considered a leader in the area of dialect readers, states that "Baratz and Shuy, Fasold, Wolfram, and myself, all urge using beginning readers in nonstandard dialect...I feel obliged to insist upon the empirical testing of the dialect-interference hypothesis and with it, the use of beginning reading materials in Negro dialect" (38). An example of what dialect readers meeting these characteristics might be like is found in Wolfram and Fasold's article "Toward Reading Materials for Speakers of Black English" which contains three linguistically appropriate passages for speakers of nonstandard Negro dialect (44).

Limited research has been conducted to determine the success of dialect readers. Lee, in a summary of four doctoral dissertations, recommends that reading materials initially use the same sentence structure as the child uses in his speech and incorporate gradual guidance toward improvement of the school language (19). Modiano, after conducting research on the reading development of Mexican and Indian children, concluded that Black children should be taught to read from materials in their own dialect first and then be transferred into the standard dialect materials (23), (24). In his study of reading comprehension among minority children, Potter found that child-generated instructional materials were more effective than materials written in standard English (26).

AGAINST DIALECT READERS

Bailey (3), Ramsey (27), Weber (41), and Weintraub (42) have raised serious objections to the use of dialect readers. Bailey notes that nonstandard speakers have receptive competence in standard English and suggests that they need code-breaking skills. Further, the goal is literacy for a purpose, i. e. learning to read, and since most of what is written is going to be in a standard English, that is the dialect they should learn (3). Weber, in "Some Reservations on the Significance of Dialect in the Acquisition of Reading," states that texts for beginning readers barely reflect the complexity of any child's spoken language. He points out that every child who faces reading for the first time faces a new variety of his language. It is not clearly established that speakers of nonstandard English are at greater odds with their primers than their White age-mates (41). Reed also notes that there is a close analogy between second language learning and learning to read and write one's native language (28); therefore, the nonstandard dialect speaker may not be as disadvantaged as is often claimed.

There is also limited data which supports the case against the use of dialect readers. Weintraub's "Research: Oral Language and Reading" summarizes the findings of numerous investigations which failed to reveal high relationships between measures of speaking and reading. In his review, he cites two studies: (1) Martin's study which demonstrated that the relationship between the oral language used by children and their reading achievement at the end of first grade was virtually negligible, and (2) Winter's study which indicated that learning to read has little or no dependence upon oral language (42). Ramsey, in a comparison of first grade speakers of Black dialect's comprehension of materials presented in standard English and in Black dialect found a statistically significant difference (.01 level) favoring those receiving the standard English treatment. The results of his study did not demonstrate the value of producing beginning reading materials in a Black dialect.for Black dialect-speaking children. Neither did it support the contention that teachers of children speaking Black dialect are more effective if they speak a Black dialect (27).

The most comprehensive statement against dialect readers has been posited by Venesky in his article "Nonstandard Language and Reading." Several studies are cited to support his conclusion that the native literacy approach has yet to be proven scholastically superior. He poses intensive oral language instruction in the national language prior to the teaching of reading as the only logical alternative. The advantage of this approach is that a second language is taught at an age when children acquire new languages most rapidly. If this approach is not used, materials would need to be developed for all varieties of nonstandard dialects. The dialect approach has few merits and many liabilities, but it does provide "ego-support" for the child. This is true only if the child, his parents, and his teachers share this feeling. Venesky suggests that dialect differences per se are not the major barriers for learning to read. What is more important is to allow the child, regardless of his own dialect, to translate his own speech from standard written English. This requires extensive teacher training on what is natural speech for his students. The main points posited by Venesky include: (a) Children whose dialects deviate markedly from standard English should be taught a standard English before they are taught reading; (b) beginning reading materials should, in content, vocabulary, and syntax, be as dialect and culture free as possible; and (c) children should be allowed to translate from writing to that form of language from which they already obtain meaning, i. e. dialect differences should not be considered reading errors (40).

SUMMARY

A cogent summary of the alternatives available in the teaching of reading to speakers of nonstandard dialects is set forth by Wolfram who sees two options, each containing two subdivisions: (1) Do not use dialect readers: (a) teach a standard English prior to teaching reading or (b) allow dialect reading of extant materials; (2) Revise existing materials: (a) neutralize dialect differences, or (b) develop dialect readers. Wolfram concludes that acceptance of dialectally appropriate reading of extant materials should be initiated while further experimentation is conducted on the revision of current materials and the use of dialect primers (43). This conclusion seems sound when consideration is given the current controversy and the general lack of empirical evidence on which to base decisions.

REFERENCES - Nonstandard Dialect and Reading

1. Anderson, L. A. Reading in Appalachia. The Reading Teacher, January 1967, 303-306, 312.

2. Athey, I. Theories of language development and their relation to reading. Paper presented at the National Reading Conference, St. Petersburg, Florida, 1970. Also in ERIC: ED 049 886.

3. Bailey, B. L. Some arguments against the use of dialect readers in the teaching of initial reading. Florida FL Reporter, 1970, 8(1 & 2), 8 & 47.

4. Baratz, J. C. Beginning readers for speakers of divergent dialects. Paper presented at the International Reading Association conference, Kansas City, April 1969. Also in ERIC: ED 034 664.

5. Baratz, J. C. Linguistic and cultural factors in teaching reading to ghetto children. Elementary English, 1969, 46, 199-203.

*6. Baratz, J. C. & Shuy, R. W. Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

7. Berg, P. C. Language barriers of the culturally different. Paper presented at the 12th annual meeting of the College Reading Association, Boston, March 1969. Also in ERIC: ED 029 767.

8. Chall, J. Research in linguistics and reading instruction: Implications for further research and practice. Paper presented at International Reading Association conference, Boston, April 1968. Also in ERIC: ED 028 904.

9. Communications skills center project; Detroit, Michigan. It works. Report no. OE-37039, 1969, U. S. Government Printing Office, Washington, D. C. Also in ERIC: ED 028 894.

10. Craig, M. C. Reading and writing standard English. Paper presented at the NCTE convention, Honolulu, November 1967. Also in ERIC: ED 016 585.

11. Davis, O. H., Gladney, M. R., & Leaverton, L. The psycholinguistic reading series. Chicago: Board of Education, 1968.

12. Donelson, K. L. Teaching standard English as an alternate dialect. Arizona English Bulletin, 1969, 12(1), 11-16. Also in ERIC: ED 035 656.

13. Entwisle, D. R. & Greenberger, E. Racial differences in the language of grade school children. Sociology of Education, 1969, 42(3).

14. Ivey, L. P. Influence of Indian language background on reading and speech development. Dissertation Abstracts International, 1969, 29, 2438A.

15. Johnson, K. R. The influence of nonstandard Negro dialect on reading achievement. English Record, April 1971, 148-155.

16. Kasdon, L. M. Language experience approach for children with non-standard dialects. Paper presented at the NCTE conference, Honolulu, November 1967. Also in ERIC: ED 016 588.

17. Labov, W. Some sources of reading problems for Negro speakers of nonstandard English. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 010 688.

18. Leaverton, L. et al. The psycholinguistic reading series: A bidialectal approach. Teacher's manual. Chicago: Chicago Board of Education, 1969. Also in ERIC: ED 034 981.

19. Lee, J. M. Studies of economically deprived elementary children in southern Illinois; a summary of four doctoral dissertations. Report October 1966, Southern Illinois University, Carbondale, Illinois. Also in ERIC: ED 021 886.

20. Malmstrom, J. Teaching linguistically in elementary school. Florida FL Reporter, Spring/Fall 1970, 8(1 & 2), 31-48.

21. May, F. B. The effects of environment on oral language development: I. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1967.

22. Milligan, J. L. A study of the effects of a group language development program upon the psycholinguistic abilities and later beginning reading success of kindergarten children. Report 1965, Washington State University, Pullman, Washington. Also in ERIC: ED 031 315.

23. Modiano, N. Bilingual education for children of linguistic minorities. American Indigena, 1968, 28, 405-414.

24. Modiano, N. National or mother language in beginning reading: A comparative study. Research in the Teaching of English, 1968, 1, 32-43.

*25. Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), Language and poverty - perspectives on a theme. Chicago: Markham, 1970.

26. Potter, T. C. Reading comprehension among minority groups: Child-generated instructional materials. Available from ERIC: ED 031 546.

27. Ramsey, K. I. A comparison of first grade Negro dialect speakers' comprehension of material presented in standard English and in Negro dialects. Doctoral dissertation, Indiana University, 1970. Ann Arbor: University Microfilms, no. 70-25,215. Also in ERIC: ED 049 261.

28. Reed, D. W. Linguistics and literacy. In J. E. Alatis (Ed.), Monograph series on languages and linguistics, no. 22, 1969, Georgetown University, Washington, D. C., 93-103.

29. Ruddell, R. B. Oral language and the development of other language skills. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1969.

30. Rystrom, R. Dialect training and reading: A further look. Reading Research Quarterly, Summer 1970, 581-599.

31. Rystrom, R. The effects of standard dialect training on Negro first-graders learning to read. Final report no. BR-8-I-053, September 1968, Diablo Valley College, Concord, California. Also in ERIC: ED 029 717.

32. Schneider, M. Black dialect: The basis for an approach to reading instruction? Educational Leadership, 1971, 28(5), 543-549.

33. Sepulveda, B. R. Teaching the educationally disadvantaged Hispano child at the K-3 level. Available from ERIC: ED 036 807.

34. Sherk, J. K., Jr. Psychological principles in a strategy for teaching the reading of a standard dialect. Paper presented at the National Reading conference, Atlanta, December 1969. Also in ERIC: ED 036 420.

35. Shuy, R. W. A linguistic background for developing beginning reading materials for black children. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969, 117-137.

36. Shuy, R. W. Some considerations for developing beginning reading materials for ghetto children. Journal of Reading Behavior, 1969, 3, 33-43.

37. Smith, K. J. & Truby, H. M. Dialectal variance interferes with reading instruction. Paper presented at International Reading Association conference, Boston, April 1968. Also in ERIC: ED 026 199.

38. Stewart, W. A. Current issues in the use of Negro dialect in beginning reading texts. Florida FL Reporter, Spring/Fall 1970, 8(1 & 2), 3-7, 46.

39. Stewart, W. A. On the use of Negro dialect in the teaching of reading. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969, 156-219.

40. Venezky, R. L. Nonstandard language and reading. Elementary English, 1970, 47, 334-345.

41. Weber, R. M. Some reservations on the significance of dialect in the acquisition of reading. Reading Specialist, 1969, 7, 37-40.

42. Weintraub, S. Research: Oral language and reading. Reading Teacher, 1968, 21, 769-773.

43. Wolfram, W. A. Sociolinguistic alternatives in teaching reading to nonstandard speakers. Reading Research Quarterly, Fall 1970, 6(1), 9-32.

44. Wolfram, W. A., & Fasold, R. W. Toward reading materials for speakers of black English: Three linguistically appropriate passages. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969, 186-190.

*See annotated bibliography at the end of Section Three.

CHAPTER THIRTEEN--MOTIVATION

Even with the development of methods, materials, and programs for teaching nonstandard speakers a standard English as an additional dialect, efforts to teach may still fail if one crucial factor is not considered: The student's motivation to learn a standard English. The importance of motivation has been stressed by V. Allen (1), Brooks (2), Conners (3), Cowen (4), Fasold (5), Feigenbaum (6), Gardner (7), Hart (8), Jacobsen (9), K. Johnson (10), Kochman (11), Labov (12), Lambert (13), Lee (14), Linn (15), (16), Marquardt (17), Martin (18), Politzer (19), Robinett (20), Rosenbaum (21), Scoon (22), and Taylor (23).

V. Allen suggests that the most crucial difference between learning a second language and learning a second dialect is the problem of motivation where the teacher may encounter inertia or hostility (1). Fasold states that without "a viable expectation and desire on the part of the learner to become a member of the group...nothing that goes on in the classroom can make up for its absence" (5). Politzer reiterates this sentiment when he says the "motivational problem may very well be the most crucial one in the entire complex of problems concerning the contribution of the school to the betterment of the language problems" (19).

The problems involved in motivating students to learn a standard English are outlined by Jacobsen. He identifies five significant variables: (a) Racial and/or ethnic pride is usually operating; the members of the minority groups are culturally oriented; (b) relevancy is often lacking; the students see no reason for learning a second dialect; (c) performance capabilities are often low and success has seldom been achieved; therefore the student's expectations are low; (d) psychological factors often interfere; students from minority groups frequently have a strong group consciousness; attempts to teach them a second dialect may lead to their becoming passive and unresponsive; (e) economic factors are frequently not as important as educators believe them to be; upward mobility for the members of minority groups may not be a motivator (9).

K. Johnson agrees that functional interference may be operating in teaching a standard English; many nonstandard speakers may not want to learn a standard English because it is "whitey's" talk or because it is the talk of the middle and upper class White culture. Further, he notes that standard English is not reinforced in their social environment, and, therefore, may have little chance of being successfully taught without motivation in the classroom (10).

Motivation to learn a second dialect or a second language can be divided into two general categories: (a) instrumental--learning a standard English to manipulate others and to obtain economic, academic, and social goals; and (b) integrative--desiring to become a member of the group using a standard English. Several studies have demonstrated that students having an "integrative" motivation for learning a second dialect have better success in learning that dialect than do students motivated by "instrumental" factors: Cowen (4), Gardner (7), Marquardt (17), and Scoon (22). Martin, however, in his article, "Technology and the Education of the Disadvantaged," places an emphasis on learner manipulation of the learning environment as a means of motivating students (18).

Lambert indicates two psychological aspects which are involved in motivating students to learn a second dialect or a second language. Students need (a) a general language learning aptitude and (b) favorable attitudes toward the other linguistic group, i. e., they must be motivated by a basic desire to communicate with members of the other linguistic group(s) (13).

According to Fasold, the learner will probably be better motivated to learn a standard dialect if he has an expectation of acceptance. Without this expectation, there is a limited probability of success in language or dialect teaching (5). V. Allen also notes the critical effect of teacher attitude towards the nonstandard speaker (1). Conners, in a study of the effects of teacher behavior on verbal intelligence of Head Start children found that students rewarded by "warm" teacher response, tended to adopt the teacher's values and, as such would also more likely be motivated to adopt the teacher's way of speaking (3). Gardner states that second dialect learning is definitely fostered by accepting attitudes on the part of both teachers and parents (7).

Motivating a student to learn a second dialect is facilitated if the student is convinced that he can learn the second dialect. Lee emphasizes that students must believe they can change their speaking behavior (14), and Lin notes that one of the greatest challenges in the Claflin Project was to convince the members of the freshman English class that they could change their way of speaking (15), (16).

The importance of motivation in such programs cannot be overrated. As noted, numerous authorities stress the necessity for providing adequate motivation. Yet, very little has been written on how to do it. Most articles and reports dealing with the question of how to motivate students describe the procedures in broad terms--too general to be of use to the classroom teacher. Brooks, for example, in her article "Motivating Students for Second-language and Second Dialect Learning," says we must find natural and honest ways to motivate and that we should concentrate on two functions of language: Revelation of self and communication (2). These are certainly admirable goals, but the question, How? remains unanswered.

In "Tapping the Resources of Black Culture for Classroom Success," Hart describes several activities which she feels are appropriate for motivating Black youth in the classroom, i. e., using Black literature to teach dialect features, using role playing, using motor muscle activities, using special projects, etc. (8). Practical suggestions of this type are necessary if the classroom teacher is to be successful in motivating students to learn a standard English. Motivational materials are critical, but presently are severely limited in number.

REFERENCES - MOTIVATION

1. Allen, V. F. A second dialect is not a foreign language. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

2. Brooks, C. E. Motivating students for second language and second dialect learning. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 091.

3. Conner, C. K. & Eisenberg, L. The effect of teacher behavior on verbal intelligence in operation headstart children. Report 1966, Johns Hopkins University, Baltimore. Also in ERIC: ED 010 782.

4. Cowan, S. English proficiency and bicultural attitudes of Japanese students. *Eigo Kyoiku* (The English Teachers' Magazine), 1968, *17* (9). Also in ERIC: ED 027 529.

5. Fasold, R. W. What can an English teacher do about nonstandard dialect? *The English Record*, April 1971, 82-91.

* 6. Feigenbaum, I. W. Developing fluency in standard oral English. *Elementary English*, 1970, *47*, 1053-1059.

7. Gardner, R. C. Attitudes and motivation: Their role in second language acquisition. Paper presented at the TESOL convention, March 1968. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 024 035.

8. Hart, L. J. Tapping the resources of black culture for classroom success. Paper presented at the NCTE convention, Atlanta 1970.

9. Jacobson, R. Cultural linguistic pluralism. Unpublished paper. University of New York, Cortav, New York.

10. Johnson, K. R. Pedagogical problems of using second language techniques for teaching standard English to speakers of nonstandard Negro dialect. *Florida FL Reporter*, 1969, *7*(1), 78-80, & 154.

11. Kochman, T. Social factors in the consideration of teaching standard English. *Florida FL Reporter*, 1969, *7*(1), 87-88, & 157.

12. Labov, W. The non-standard vernacular of the Negro community: Some practical suggestions. In Language education for the the disadvantaged, Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C. Also in ERIC: ED 016 947.

13. Lambert, W. E. Psychological aspects of motivation in language learning. *Florida FL Reporter*, 1969, *7*(1), 95-97, & 169.

14. Lee, R. R. Linguistics, communication and behavioral objectives remedial curriculum. _Speech Teacher_, January 1971, 1-9.

15. Lin, S. C. A developmental English program for the culturally disadvantaged. _College Composition and Communication_, December 1965, _16_(5), 273-276.

16. Lin, S. C. Experiment in changing dialect patterns: The Claflin project. _College English_, May 1963, _24_, 644-647.

17. Marquardt, W. F. Creating empathy through literature between the members of the mainstream culture and the disadvantaged learners of the minority cultures. _Florida FL Reporter_, 1969, _7_(1), 133-141, & 157.

18. Martin, J. H. Technology and the education of the disadvantaged. Report 1968, Office of Education, Washington, D. C. Also in ERIC: ED 031 293.

*19. Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and Development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California.

20. Robinett, B. W. Teacher training for ESD and ESL: The same or different? In J. E. Alatis (Ed.), _Monograph series on language and linguistics_, no. 22, 1969, Georgetown University, Washington, D. C.

21. Rosenbaum, P. S. Aspects of instructional product design. In M. Imhoof (Ed.), _Viewpoints_, 1971, _47_(2).

22. Scoon, A. R. American Indian ethnic attitudes in relation to school achievement. Paper presented at the AERA annual convention, New York, February 1971. Also in ERIC: ED 047 858.

23. Taylor, M. E. An overview of research on bilingualism. Report 1970, California State Department of Education, Sacremento. Also in ERIC: ED 049 876.

*See annotated bibliography at end of Section Three.

ANNOTATED BIBLIOGRAPHY FOR SECTION THREE

This bibliography contains selected references which deal with current methods, materials, and programs aimed at teaching a standard English to speakers of other dialects. They are coded to refer to the specific topics covered in the chapter number indicated.

Code:
9. Methods
10. Materials
11. Programs
12. Composition and reading
13. Motivation

Allen, V. F. Teaching standard English as a second dialect. Florida FL Reporter, 1969, 7(1), 123-139, & 164. (9).

This article outlines the trends in teaching a standard English to speakers of other dialects and describes some second-language techniques as they may be applied to dialect differences. Linguistic versatility is stressed as the goal of second dialect teaching, and the importance of working on truly critical features to reach that goal is brought out. The historical basis of many nonstandard features is discussed. Also discussed are the art of conducting meaningful drills, role playing, and reading and writing. The article is ideal for the relatively uninitiated.

Baratz, J. C. Who should do what to whom ... and why: Florida FL Reporter, 1969, 7(1), 75-77, 158-159. (9).

Baratz first discusses the different-deficient argument and concludes that the language of the nonstandard speaker is not deficient, it is merely different. She then cites several reasons for teaching a standard English: (1) it doesn't necessarily make the student devalue his own dialect, (2) in refusing to teach standard English we cut off even further his possibility of entering the mainstream of American life, (3) it hinders his development of oral skills and makes his task of learning to read considerably more difficult. The article concludes with a discussion of what a competent teacher needs to know about language and culture to do an effective job of teaching a standard English to speakers of nonstandard dialects.

Baratz, J. C. & Shuy, R. W. Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969. (9), (12).

This collection of readings, part of the Urban Language Series, consists of eight articles, including: (1) "Dialectology and the Teaching of Reading" by McDavid; (2) "Dialect Barriers to Reading Comprehension" by Goodman; (3) "Some Sources of Reading Problems for Negro Speakers of Nonstandard English" by Labov; (4) "Orthography in Reading Materials for Black English Speaking Children" by Fasold; (5) "Teaching Reading in an Urban Negro School System" by Baratz; (6) "A Linguistic Background for Developing Beginning Reading Materials for Black English: Three Linguistically Appropriate Passages" by Wolfram and Fasold; and (8) "On the Use of Negro Dialect in the Teaching of Reading" by Stewart.

Corbin, R. & Crosby M. (Eds.) Language programs for the disadvantaged. Urbana: NCTE, 1965. (11).

Although this book was written in 1965, several of the findings and recommendations of the NCTE Task Force on Teaching English to the Disadvantaged are still relevant in the 1970's. The book is divided into six parts: (1) the Task Force and the problem, (2) programs for the disadvantaged--at all grade levels, (3) findings, (4) points of view, (5) recommendations, and (6) appendixes. The general recommendations made by the Task Force should be of interest to all those involved in teaching a standard English to disadvantaged students.

Feigenbaum, I. Developing fluency in standard oral English. Elementary English, 1970, 47, 1053-1059. (9), (13).

After attacking the deficit theory and advocating teaching a standard English as an alternate dialect, Feigenbaum comments on promising techniques which can be used in teaching a standard English and on the importance of discussing appropriateness and motivation with the students. He sees the task as one of teaching the recognition and mastery of alternate linguistic forms for use in appropriate situations. Translation is one of the principle pedagogical techniques involved, focusing on one pattern at a time and proceeding systematically. The article concludes with a bibliography.

Feigenbaum, I. The use of nonstandard English in teaching standard English: Contrast and comparison. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970. (9).

The author discusses the relative values of standard and nonstandard dialect and stresses the idea of appropriateness of language rather than a corrective attitude toward language differing from the standard. He then illustrates how contrast and comparison of standard and nonstandard can be used to facilitate the learning of a standard dialect. He prescribes five basic types of drills: (1) presentation drills, (2) discrimination drills, (3) identification drills, (4) translation drills, and (5) response drills. Suggestions for using the drills in the classroom and for maintaining interest in them are given. Feigenbaum maintains that nonstandard dialect can be profitably utilized in the pedagogy of standard English teaching.

Feigenbaum, I. Using foreign language methodology to teach standard English: Evaluation and adaptation. Florida FL Reporter, 1969, 7(1), 116-122, & 156-157. (9).

Feigenbaum begins his article by citing the work of others such as Lin, Stewart, and Slager who have successsfully used TESOL techniques. He notes that one foundation of TESOL techniques is the cycle of imitation, repetition, and manipulation. He stresses the concept of the appropriateness of language and the necessity for students to hear the difference before they can drill on the use of standard forms. Suggestions for making drills more meaningful and interesting are included. Feigenbaum recommends the sequence usually followed in TESOL, i.e., progressing from passive to active: Hearing-speaking; reading-writing. He notes, however, that the teacher may want to put reading and writing before hearing and speaking to assure that the student is actually focusing on the feature the teacher wants.

Francis, W. N. Brown-Tougaloo English project. Final report, July 1970, Rockefeller Foundation, Providence, Rhode Island. (9), (11).

The project produced a complete syllabus for a freshman English course for a Southern, predominantly Black college. This program emphasizes the positive factors of standard dialect acquisition and language enrichment. It is built on a solid base of research into English and utilizes several of the TESOL techniques. The program initially emphasizes oral repetitive drill, pattern practice with variation, with gradual introduction of some organized facts about the structure of standard English. Reading and writing are postponed until the student has a good command of the phonological system. The program contains a wealth of linguistic information.

Gladney, M. R. & Leaverton, L. A model for teaching standard English to nonstandard English speakers. Paper presented at AERA meeting, Chicago, February 1968. Available from ERIC: ED 016 232. (9).

The model described in this article encourages teachers to respect and accept a child's established dialect and at the same time to provide a framework to help the child recognize, learn and hopefully begin to use a standard English. The model uses everyday talk and school talk rather than nonstandard and standard English descriptors. It starts at a point meaningful to the learner, i.e., with an actual statement made by him. It focuses on one pattern at a time and proceeds systematically in accordance with linguistic principles. Within this article there is a discussion of the four striking differences which were found to occur in verb usage.

Johnson, K. R. A comparison of traditional techniques and second language techniques for teaching grammatical structures of standard oral English to tenth grade Negro students who speak a nonstandard dialect. Dissertation Abstracts International, 1969, no. 69-9026. (9).

Johnson describes a study conducted to determine if TESOL techniques were more effective than traditional techniques for teaching specified grammatical features to tenth grade nonstandard speaking Negro students. The experimental program used a "Standard Oral English," developed by the Los Angeles City Schools, which seeks to teach a standard English as an alternative dialect. When these features were statistically compared between a test group and a control group on pre and post measures, the results confirmed the superiority of TESOL techniques over traditional techniques for teaching a number of standard grammatical features.

Johnson, K. R. Should Black children learn standard English? In M. Imhoof (Ed.), Viewpoints, 1971, 47(2). (9).

Johnson presents a very convincing argument that Black children must learn a standard English because Black dialect handicaps the children who speak it academically, socially, and vocationally. Teaching a standard English will broaden the range and number of vocational opportunities for Blacks. He cites some reasons for our lack of success in teaching a standard English and then advocates using the bidialectist approach since it recognizes the legitimacy of Black dialect and the phenomenon of interference. Included at the end of the article is a five step summary of the second language approach which includes: (1) Recognizing the difference between standard and nonstandard English, (2) hearing the standard English, (3) discriminating between the two forms, (4) reproducing the target feature, and (5) drilling orally on the feature.

Lin, S. C. Pattern practice in the teaching of English to students with a nonstandard dialect. Report 1965, Bureau of Publications, Teachers College, Columbia University, New York. (9).

Lin reports on the results of an experimental three-year project to teach a standard English to dialect speaking students at Claflin College, South Carolina. The report includes sample lessons, dialogues, interview transcripts, tests, and evaluative charts. Also included in the report are suggestions about pattern practice for TESOD, illustrations of ways to incorporate pattern practice into the classroom activities rather than just introducing meaningless drills. The pattern practices did help students improve control over standard English, but the students were not able to establish firm control in the nine month period. Lin discusses the difficulties encountered in establishing effective programs in second dialect learning as well as the lack of adequate evaluation instruments.

Loban, W. D. Problems in oral English. NCTE research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653. (9).

Loban's purpose is to clarify the most crucial language difficulties of speakers of nonstandard dialects to enable teachers to plan an effective, efficient program for teaching a standard English. He discusses and lists several examples of the nonstandard oral usages found in students in grades K-9. Loban suggests speakers of nonstandard dialects may be helped by drill on usage, especially the verb to be. There is no object in drilling all pupils on the same skill; he says they should be drilled only on those features with which they have difficulty.

Nonstandard dialect. Urbana: NCTE, 1968. Also in ERIC: ED 021 248. (9), (10).

This monograph could serve as a model for schools wishing to develop their own curriculum in teaching a standard English. The first portion of the monograph cautions teachers not to use the "corrective" approach to language. It then shows that a good program must be based on a careful analysis of the speech patterns which exist in the specific situation. There are two main sections in the monograph. The first deals with the most common problems identified in the speech of the nonstandard speaker. The second section presents a program of instruction, outlines a sequence of activities which might be used including contrastive studies, and suggestions for working with tapes, dialogues, drills and games.

Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), Language and poverty - perspectives on a theme. Chicago: Markham, 1970. (9), (12).

Plumer presents a well-organized, concise, comprehensive review of the literature on language problems of the disadvantaged. He deals with several aspects of the problem including learning to read, general language development, and social status. Although no research is given to support the assumption, he presents historical evidence that achieving the standard dialect is at least an important milestone in an individual's general social progress and that nonstandard dialects have the effect of limiting or confining those who use them. Plumer also notes that researchers and theorists alike agree on the need for rich and varied language experience as an essential condition for successful reading. A bibliography is included.

Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, California. (9), (13).

This report is divided into five sections, each having relevance for the classroom teacher and for the college methods teacher. The first section describes the role of the native dialect and calls for an augmentation approach rather than an attempt at eradication. The second section presents a definition of standard English. The third section outlines special considerations concerning the pupil--both in motivation and in aptitude. The fourth section discusses teaching methodology stressing the audio-lingual approach and its chief pedagogical instruments. The fifth section deals with teacher training and the necessity of the teacher to have knowledge of the structural differences between the target language and the native language of the pupil. A bibliography is included.

Psycholinguistic oral language program: A bi-dialectal approach. Board of Education, City of Chicago, 1968. (11).

This program employs the concept of "everyday talk" and "school talk." This concept helps the children to distinguish between their familiar oral language patterns and those of the standard dialect without designating one as inferior or superior. By utilizing these terms the teacher is at no time required to tell the children they are "talking wrong" and thus run the risk of causing them to develop negative feelings toward the speech patterns of their family and community. On the contrary, the program encourages the teacher to accept and respect the children's established dialect and at the same time provides a framework through which the children systematically and gradually learn to use standard English in their oral language activities.

Salisbury, L. Role playing: Rehearsal for language change. TESOL Quarterly, December 1970, 4(4), 331-336. (9).

Salisbury presents convincing arguments for teaching a standard English since for at least the next generation large segments of minority citizens will remain in a socially and economically disadvantaged status, penalized because their life styles and languages differ from the establishment's norm. Teachers of English as a Second Language and Teachers of English as a Second Dialect should seek to broaden the linguistic versatility of their students, giving them greater social acceptance and mobility, a broader range of options, and greater ability to compete on an equal footing with other members of the mainstream society. He then goes on to show how role playing can be used to provide a link between the classroom drill and the real life situation.

Saville, M. R. Interference phenomena in language teaching: Their nature, extent, and significance in the acquisition of standard English. Elementary English, March 1971, 48, 396-405. (9).

The emphasis in the article is on the interaction of language and its social context. Saville discusses several types of interference: Linguistic, psychological, cultural, and educational. Under educational interference Saville includes unsuitable instructional materials, bad teaching methods, educational segregation of minority groups, and negative attitudes held by teachers. A comprehensive bibliography is included at the end of the article.

Yonemura, M. Developing language programs for young disadvantaged children. New York: Teachers College Press, 1969. (9), (10), (11).

This book is the result of two years of research at Abbott House, an institution for dependent New York City children, many of whom speak Harlem English. The oral language program presented in the book would also be applicable to Pidgin English, Creole English, nonstandard forms of Appalachian English, and other varieties of nonstandard dialect used throughout the United States. The introductory sections of the book stress the importance of attitudes toward language variety and the additive approach to learning a standard English. A variety of exercises and activities are suggested to meet the needs of these young nonstandard speaking children. These activities were carried out in a program that also emphasized children's social, affective, and aesthetic development.

SECTION FOUR

TEACHER PREPARATION

INTRODUCTION

The teacher is probably the most crucial variable in the success of any dialect program. As has been repeatedly noted in this report, the sensitivities among minority groups demand a new and humane basis for the teacher's actions in teaching a standard English--namely, the understanding that a standard English is taught not because it is "correct," but because it is a socially, educationally, and vocationally useful dialect. This requirement forces a re-orientation of teachers from an absolutist to a relativistic attitude toward language--an orientation which may be contrary to the value systems of many teachers.

It is widely held, though as yet unproven, that a relativistic attitude toward language will emerge if teachers and students acquire more knowledge about dialects, particularly nonstandard dialects, in social-historical perspective. Yet as has been repeatedly observed, many teachers are uninformed about the nature of dialects.

This section of the report presents descriptions of past and current teacher preparation programs, a description of an ideal teacher preparation program, and examples of materials and programs which could be used as models for institutions preparing teachers (both pre- and in-service) for teaching a standard Englsih.

CHAPTER FOURTEEN--PAST AND PRESENT TEACHER PREPARATION PROGRAMS

Teacher preparation programs have not provided the informational background necessary for successfully teaching a standard English. Research conducted in 1961 by the National Council of Teachers of English and reported in The National Interest and the Teaching of English, clearly indicated that deficiencies exist in the preparation of both elementary and secondary school teachers for teaching about language. The results indicated that teacher preparation was "grievously deficient" (11). A follow-up study conducted in 1964 indicated that the teacher training programs remained inadequate (12). This early criticism of teacher preparation has been widely repeated:

> In considering the total problems of language study, we face our own appalling ignorance of the subject. Few preparing for teaching in our college courses have studied even traditional English grammar, much less the history of language, lexicography, semantics, English dialects, and similar related concerns. With only 40% of all English majors reasonably educated about language, with most elementary teachers possessing absolutely no formal work in language except what can be squeezed into a general curriculum course, the profession has before it an enormous program of re-education (22).

Studies conducted in various states support the contention that teacher preparation for teaching language is inadequate. Grise found that only 4% of the teachers in Kentucky were able to meet the specific recommendations for competence in teaching a standard English (3). Hess found that both elementary and secondary English teachers in Minnesota were inadequately prepared to teach a standard English and held uninformed attitudes about language and dialect (4). Hook, in his evaluation of the teachers' preparation in Illinois, concluded that few English teachers were required to complete courses which would prepare them for teaching modern English grammar, composition, or the history of the English language. Even fewer teachers were aware of the enormous amount of research being conducted on this topic (5). In his study of the English methods courses in selected Tennessee colleges and universities, Smith found that little time was devoted to language study or oral English. Fewer than half the instructors had participated in recent graduate courses or had read extensively in areas covering comprehensive research and publication (19).

Light cites several national studies which indicate the inadequacy of teacher preparedness for teaching a standard English--many teachers have a limited knowledge base and inappropriate attitudes. He also notes that funds do not appear to be available for upgrading this preparation (8). McDavid's "Social Dialects and Professional Responsibility" also stresses the lack of adequate teacher preparation. McDavid states that for the past thirty-seven years the emphasis of English graduate departments has been almost exclusively on the teaching of literature (10).

Project Grammar: The Linguistic and Language Preparation of Secondary School Teachers of English evaluated the linguistics and grammar courses being taught in colleges and universities in the United States. The results indicated nearly unanimous agreement that "The present language preparation of most English teachers is grossly inadequate" (13). Rodney's study also notes the inadequacy of present in-service and pre-service programs for training teachers in the development of oral language skills for disadvantaged students (15). A succinct summary of the current state of teacher preparation is found in Shuy's comment:

"Little needs to be said about extant teacher preparation that would enable even the most intelligent and well-intentioned teacher to handle language problems of disadvantaged children. It doesn't exist" (17). Shuy calls for a complete overhaul of teacher training programs and for a merging of linguists and educators (17).

Adequate programs for the preparation of teachers of nonstandard speaking students do not exist. The results of inadequate preparation are clearly evident in teachers' knowledge and attitudes about language and dialect. Several studies have demonstrated that teachers do not possess the necessary information about language, specifically about dialect and usage. Pooley found no agreement among English teachers about English usage despite a thirty-year backlog of linguistic evidence on the topic (14). Similar findings were reported by Hess (4). San Su C. Lin, in "Disadvantaged Student or Disadvantaged Teacher?" points out that while some students may not have adequate understanding and control of a standard English, too many of their teachers know very little about--much less accept--any form of nonstandard English. She stresses that both teachers and students are in a sense "disadvantaged" (9).

Hughes demonstrated that randomly selected urban teachers lacked the linguistic sophistication to discuss or even consistently identify the features of pronunciation, grammar, and vocabulary with which they were presumably dealing in the classroom (6). In a second study, Hughes found that teachers held naive attitudes about language. Since negative or corrective attitudes in the teaching of language arts tend to inhibit the disadvantaged child and to close off teacher-student communication, he recommends an educational workshop on language systems (7).

Shuy has noted that teachers are incredibly incapable of recognizing and classifying nonstandard features (16). In a recent study of thirty urban teachers, Shuy found that the teachers were unable to give a precise description of their students' speech and did not know how to proceed in making such a description. The teachers' concepts of vocabulary, grammar, and pronunciation were formed by "popular folk-lore" rather than linguistic knowledge (18). Frogner's analysis of teacher responses to the "Language Inquiry," an instrument she designed to obtain information about concepts and attitudes towards language, revealed a puristic and unrealistic awareness of language. The respondents displayed a lack of depth in background as well as a lack of understanding of the English language (2).

Inadequate teacher preparation and the resulting, uninformed beliefs held by teachers about language has direct implications for the schools. As noted in the preface to the Project English materials from the University of Minnesota:

> Linguistic scholars have developed an extensive body of knowledge (information and concepts) about language, and a quantity of reliable information is available to the mature student of language. Little of this body of knowledge or of its implications to the English language has penetrated the secondary school curriculum.... Information long known to linguists has had little influence on attitudes and instructional techniques of teachers....Information about language known to psychologists, philosphers, and anthropologists has had even less impact on the high school curriculum (21).

James Squire supported this contention in his study of high school English programs. He noted that "we should like to report instruction that reflects recent developments in language--in structural and generative grammar, in lexicography, dialects, the history of the language--but awareness of a language program in this sense, for most schools, seems still a thing of the future" (20).

SUMMARY

Studies on both the state and national level have indicated that (a) past and present teacher preparation programs for teaching a standard English are inadequate, (b) this inadequate preparation has resulted in most teachers having uninformed ideas and attitudes about language and dialect, and (c) therefore, the language programs in most schools are not adequate to meet the needs of nonstandard speaking students.

REFERENCES - Past and Present Teacher Preparation Programs

1. Allen, H. B. The survey of the teaching of English to non-English speakers in the United States. Urbana: NCTE, 1966.

2. Frogner, E. A. A study of the responses to the language inquiry. Report, July 1969, Southern Illinois University, Edwardsville, Illinois.

3. Grise, R. N. The English teacher in Kentucky: A study of the academic and professional preparation of public high school teachers of English in Kentucky. Doctoral dissertation, University of Kentucky, 1963. Also in ERIC: ED 050 079.

4. Hess, K. M. The language attitudes and beliefs of Minnesota elementary and high school English teachers. Unpublished doctoral dissertation, University of Minnesota, 1968.

5. Hook, J. N. The state of teacher preparation programs in English. Paper presented at the conference on English education, University of Georgia, March 1967. Also in ERIC: ED 016 660.

6. Hughes, A. E. An investigation of certain socio-linguistic phenomena in the vocabulary, pronunciation and grammar of disadvantaged pre-school children, their parents and their teachers in the Detroit Public Schools. Doctoral dissertation, Michigan State University, 1967.

7. Hughes, A. E. Linguistics for the elementary teacher. Paper presented at the NCTE convention, Honolulu, 1967. Also in ERIC: ED 036 501.

8. Light, R. L. On language arts and minority group children. Paper presented at the annual NCTE convention, Washington, D. C., November 1967.

9. Lin, S. C. Disadvantaged student or disadvantaged teacher? English Journal, May 1967, 56(5), 751-756.

*10. McDavid, R. I., Jr. Social dialects and professional responsibility. College English, February 1969, 30(5), 381-385.

11. National Council of Teachers of English. National interest and the teaching of English. Urbana: NCTE, 1960.

12. National Council of Teachers of English. The continuing education of teachers of English. Urbana: NCTE, 1964.

13. Pearson, J. R., Jr. & Reese, J. R. Project grammar: The linguistic and language preparation of secondary school teachers of English. Urbana: ISCPET, March 1969.

14. Pooley, R. C. Teaching usage today and tomorrow. English Journal, May 1967, 56(5), 742-746.

15. Rodney, C. G. An assessment of in-service and pre-service educators' responses to recommended principles and practices for developing oral language skills of first grade disadvantaged students. Doctoral dissertation, University of California at Los Angeles, 1968. Ann Arbor: University Microfilms, no. 68-11, 882. Also in ERIC: ED 033 961.

16. Shuy, R. W. The relevance of sociolinguistics for language teaching. TESOL Quarterly, 1969, 3(1), 13-22.

17. Shuy, R. W. Sociolinguistic strategies for studying urban speech. In M. Imhoof (Ed.), Viewpoints, 1971, 47(2), 2-25.

18. Shuy, R. W. Teacher training and urban language problems. In Teaching standard English to inner-city children. Washington, D.C.: Center for Applied Linguistics, 1969.

19. Smith, A. L. A study of English methods courses in selected Tennessee colleges and universities. Doctoral dissertation, University of Tennessee, 1969. Ann Arbor: University Microfilms, no. 70-17,848. Also in ERIC: ED 049 234.

20. Squire, J. The national study of high school English programs. College English, May 1966, 27(8), 613-619.

21. University of Minnesota. Units. Project English Center, Minneapolis, 1967.

22. Wisconsin Council of Teachers of English Special Bulletin no. 8. Basic considerations for a new English program, October 1963.

*See annotated bibliography at the end of Section Four.

CHAPTER FIFTEEN--IDEAL TEACHER PREPARATION

Suggestions for establishing adequate programs for the preparation of language teachers have been made by the College Entrance Examination Board (19), by the Illinois State-wide Curriculum Center for the Preparation of Secondary School Teachers of English (ISCPET) (13), and by the English Teacher Preparation Study (ETPS) which includes a comprehensive set of guidelines for teacher preparation (45).

English educators and linguists have repeatedly stressed the necessity of teachers having a knowledge about dialect. If research results are to be utilized, and, if current, successful programs are to be implemented on a larger scale, it is essential that teachers acquire specific information, attitudes, and skills. The following synthesis of these variables as recommended by authorities in the field contains four key requirements.

First, teachers must have an accepting attitude toward language and language variations. They should both recognize and accept variety in children's language as well as maintain objectivity about dialects. This position has been emphasized by numerous educators and linguists including H. Allen (2), V. Allen (3), (4), Arnold and Taylor (6), Baratz (8), (9), Brooks (11), Cassidy (12), Connors (14), Cooksey (15), Cromach (17), Galvan and Troike (20), Imhoof (21), K. Johnson (22), Malmstrom (29), and Wolfram (46). Teachers should accept regional, social, and ethnic dialects as normal, natural variations of a language. Many educators emphasize that teacher attitude is the most crucial variable in teaching a standard English to nonstandard speakers: V. Allen (4), Cromach (17), Cooksey (15), Galvan and Troike (20), K. Johnson (22), and Wolfram (46). Imhoof contends that teachers must not only be accepting, but also resourceful, magnetic, self-knowledgeable, and loving (21).

Second, teachers should have an adequate linguistic knowledge base about language and dialect in general, and about the major nonstandard dialects which their students might use. Several authoritative descriptions of nonstandard dialects features are noted in Section One. The importance of adequate linguistic knowledge is stressed by H. Allen (1), (2), V. Allen (3), (4), Arnold and Taylor (6), Bailey (7), Baratz (9), Billiard (10), Crisp (16), Galvan and Troike (20), Imhoof (21), K. Johnson (22), Light (24), B. Robinett (36), Shuy (41), (42), Smith (43), and Wolfram (46). Bailey states that an introductory course in linguistics is imperative for English teachers to alert them to the pervasive nature of the language problems and to provide them with minimum tools for coping with them (7). Billiard suggests that teacher education programs should place a greater emphasis on the study of usage, social dialects, and motivation (10). Crisp contends that such programs should contain more courses in grammar, the English language, and writing directed toward teaching high school students (16). H. Allen notes that all teachers, grades K-12, should be instructed about geographical and social dialects as well as language usage (2). Baratz states that a competent teacher should be knowledgeable about dialects in general as well as have specific training in the dialect of the children she will be teaching (8). K. Johnson states that it is critical that teachers be knowledgeable as to the nature of nonstandard Negro dialect and the specific ways in which it can interfere with learning a standard English (22). B. Robinett suggests that teachers need instruction in three basic areas: Linguistics, the English language, and professional education. Within the first two areas she recommends the inclusion of three courses: Introduction to Linguistics, Applied Phonetics, and Modern English Grammar (36).

Shuy views the study of childrens' language as the central core for teacher preparation programs. Areas of suggested study include the general nature of language, the specific study of nonstandard English, field work in child language, and oral language and reading (41). Shuy recommends that the preparation of language arts teachers be overhauled to place language at the center of the program. Teachers need to know how to deal with the child's language, how to listen and respond to it, how to diagnose what is needed, how to best teach alternative linguistic systems, and how to treat dialect as a positive and healthy entity. This can best be achieved through such pre-service college courses as (a) the nature of language--language attitudes, stereotypes, phonetics, grammar, the systematic nature of language, (b) language variation--geographic and social dialects, (c) fieldwork in child language--experience in recording and analyzing language data from at least one child-subject, and (d) teaching standard English to the disadvantaged child (42). Wolfram contends that an understanding of the systematic differences between nonstandard dialects and standard English would provide for the most effective teaching of a standard English (46).

Smith states that teacher training programs should include dialectology, speech sound analysis, and the concept of phonemes. He says that an effective reading teacher must either learn the child's dialect or teach the standard dialect as a second language (43).

Light has also identified some key elements in training programs for teachers of nonstandard speakers including: Information about the nature of language, an understanding of language variations, knowledge about interference, and an approach that stresses a standard English as a supplement rather than a replacement. Teachers need to: (a) Know that systematic language features are to be emphasized, (b) understand situational factors, and (c) be aware of the resources and studies concerning social dialects, reading, second language teaching and learning that are available through such organizations as the National Council of Teachers of English and the Center for Applied Linguistics (24).

Along with an accepting attitude towards dialects and accurate information about dialects, a third requisite for adequate teacher preparation is knowledge of the culture of the nonstandard speaking student. This cultural orientation has been stressed by such authorities as V. Allen (17), Baratz (9), and Imhoof (21). Knowledge of the students' cultural background is particularly important when working with nonstandard speakers for whom English is often a second language, e.g., the Mexican-Americans, the Puerto-Ricans, and the American Indians.

The fourth requisite for adequate teacher preparation is knowledge of the various methods which have been found to be effective in language teaching which may be helpful in teaching a second dialect as well as a second language. Chapter Nine discussed several promising methods which could be used or adapted for second language teaching. The need for imcorporating such methods into teacher training programs has been stressed by

Baratz (9), Billiard (10), Imhoof (21), Light (24), Preston (33), B. Robinett (36), and Shuy (42). Specifically, Baratz, states that teachers should learn some foreign language teaching techniques, some procedures used in speech therapy, and some critical information about the language arts curricula and how language study can be integrated into the study of reading and writing (9). B. Robinett stresses that professional education should include courses in methods in teaching English as a second language and a practicum in teaching English as a second language (36).

Shuy, in commenting on how an effective teacher of English should approach teaching a standard English, states five questions which teachers should ask: (a) Is what I am teaching the most important thing for my students? (b) Is my teaching unbigoted? (c) Am I giving my students the most useful alternatives for their self-fulfillment? (d) Am I using the dynamic and timely principles and data for understanding the system of language they use? and (e) Is my language teaching developing healthy attitudes toward human rights? (39). In order to answer the preceding five questions affirmatively, the teacher should be able to: (a) Recognize and react adequately to contrastive language patterns, (b) do something about them when appropriate, and (c) keep from doing something about them when appropriate. Shuy states that the development of these abilities requires maturation time. Therefore, ideally, in-service teachers should participate in a one year, part-time program (42).

REFERENCES - Ideal Teacher Preparation

1. Allen, H. B. The basic ingredient. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

2. Allen, H. B. What English teachers should know about their language. Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C.

3. Allen, V. F. Preparing teachers to teach across dialects. *TESOL Quarterly*, 1969, *3*(3), 251-256.

4. Allen, V. F. A second dialect is not a foreign language. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

5. Andersson, T. What is an ideal English-Spanish bilingual program? *Florida FL Reporter*, 1969, *7*(1), 40, & 168.

6. Arnold, R. D. & Taylor, T. H. Mexican-Americans and language learning. *Childhood Education*, 1969, *46*, 149-154.

7. Bailey, B. L. Some aspects of linguistics on language teaching in disadvantaged communities. *Elementary English*, 1968, *45*, 570-579. Also in ERIC: ED 023 073.

8. Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), *Teaching standard English in the inner city*. Washington, D. C.: Center for Applied Linguistics, 1970.

* 9. Baratz, J. C. Who should do what to whom...and why? *Florida FL Reporter*, 1969, *7*(1), 75-77, & 158-159.

10. Billiard, C. E. Dialect features affecting the social mobility and economic opportunities of the disadvantaged in Fort Wayne, Indiana. *Dissertation Abstracts International*, 1970, *30*, 4962A.

11. Brooks, C. E. Motivating students for second language and second dialect learning. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 091.

12. Cassidy, F. G. American regionalisms in the classroom. *English Journal*, 1968, *57*(3), 375-379.

13. Classic statement of teacher preparation in English. *English Journal*, 1968, *57*(4), 537-550.

14. Conners, C. K. & Eisenberg, L. The effect of teacher behavior on verbal intelligence in operation headstart children. Report 1966, Johns Hopkins University, Baltimore. Also in ERIC: ED 010 782.

15. Cooksey, R. C. Priorities in instituting the teaching of English as a second language in a Southwest Texas school. TESOL Quarterly, 1968, 2(3). Also in ERIC: ED 025 747.

16. Crisp, R. D. (Ed.) Current research in English teacher preparation: A first report. Report January 1968, Illinois state-wide curriculum study center in the preparation of secondary school English teachers, University of Illinois, Urbana.

17. Cromach, R. E. The functional nature of social dialects: Social change and the teaching of Black English. The English Record, April 1971, 74-82.

*18. Davis, A. L. (Ed.) American dialects for English teachers. Urbana: ISCPET, May 1969. Also in ERIC: ED 032 298 (Interim report).

19. Freedom and discipline in English. Report of the commission on English, 1965, College Entrance Examination Board, New York.

*20. Galvan, M. & Troike, R. C. The east Texas dialect project: A pattern for education. Florida FL Reporter, 1969, 7(1), 29-31, & 152-153.

*21. Imhoof, M. The preparation of language arts teachers for ghetto schools. In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

22. Johnson, K. R. Pedagogical problems of using second language techniques for teaching standard English to speakers of nonstandard Negro dialect. Florida FL Reporter, 1969, 7(1), 78-80, & 154.

23. Joos, M. The five clocks: A linguistic excursion into the five styles of English usage. New York: Harcourt, Brace and World, 1967.

24. Light, R. L. On language arts and minority group children. Paper presented at the annual NCTE convention, Washington, D. C., November 1967.

*25. Loban, W. D. A sustained program of language learning. In R. Corbin and M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

26. Loflin, M. D. A teaching problem in non-standard Negro English. English Journal, December 1967, 56(9), 1312-1314.

27. Makely, W. O. A comparison of the teaching practices of teachers with and without formal preparation in linguistics. Report 1969, Roosevelt University, Chicago. Also in ERIC: ED 030 667.

28. Malmstrom, J. & Ashley, A. *Dialects U.S.A.* Urbana: NCTE, 1963 (out of print).

29. Malmstrom, J. & Lee, J. *Teaching English linguistically; principles and practices for high school*. New York: Appleton-Century-Crofts, 1971. Also in ERIC: ED 052 199.

30. McDavid, R. I., Jr. American social dialects. *College English*, 1965, *26*, 254-260.

31. McDavid, R. I., Jr. Sense and nonsense about American dialects. Publication of Modern Language Association, May 1968, 7-17.

32. *Nonstandard dialect*. Urbana: NCTE, 1968. Also in ERIC: ED 021 248.

33. Preston, D. R. Dialect expansion: The college level. Paper presented at the TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 094.

34. Reed, C. *Dialects of American English*. Cleveland: World Publishing, 1967.

35. Research planning conference on language development in disadvantaged children. Report June 1966, Graduate school of education, Yeshiva University, New York. Also in ERIC: ED 027 346.

36. Robinett, B. W. Teacher training for ESD and ESL: The same or different? In J. E. Alatis (Ed.), *Monograph series on language and linguistics*, no. 22, 1969, Georgetown University, Washington, D. C.

37. Robinett, R. Michigan migrant primary interdisciplinary program. Ann Arbor: Michigan Department of Education, 1969.

38. Shaffer, S. M. The measurement and evaluation of language instruction. Paper presented at the TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 348.

*39. Shuy, R. W. Bonnie and Clyde tactics in English teaching. *Florida FL Reporter*, 1969, *7*(1), 81-83, & 160-161.

40. Shuy, R. W. *Discovering American dialects*. Urbana: NCTE, 1967.

41. Shuy, R. W. Language variation and literacy. Paper presented at the International Reading Association conference, Kansas City, Missouri, May 1969. Also in ERIC: ED 033 825.

42. Shuy, R. W. Teacher training and urban language problems. In *Teaching standard English to inner-city children*. Washington, D. C.: Center for Applied Linguistics, 1969.

43. Smith, K. J. & Truby, H. M. Dialectal variance interferes with reading instruction. Paper presented at International Reading Association conference, Boston, April 1968. Also in ERIC: ED 026 199.

44. Social dialects and language learning. Report 1964, project no. E-10-148, NCTE, Urbana, and Illinois Institute of Technology.

45. Viall, W. P. English teacher preparation study, guidelines for the preparation of teachers of English. Final report no. BR-5-0915, April 15, 1967, Western Michigan University, Kalamazoo. Also in ERIC: ED 014 478.

*46. Wolfram, W. A. Sociolinguistic premises and the nature of nonstandard dialects. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 033 370.

*See annotated bibliography at end of Section Four.

CHAPTER SIXTEEN--MATERIALS AND PROGRAMS FOR TEACHER PREPARATION

Limited materials have been developed which might be used for pre- and in-service teachers' training in dialect and dialect learning.

American Dialects for English Teachers, an organized study of American dialects, could be used as a text in a course in English language or in English methods for a one to four week period. The manual includes seven articles on dialect: (a) "Historical, Regional and Social Variation" by Raven I. McDavid, Jr.: (b) "The Study of Dialects: by N. Louanna Furbee; (c) "Suggestions for Teaching American Dialects" by A. L. Davis; (d) "Problem Areas in Grammar" by William Card and Virginia G. McDavid; (e) "Speech Samples of Disadvantaged Children" by N. Louanna Furbee, Emily P. Norris, and Dagna Simpson: (f) "Abbreviated Checklist of Lexical Items in Dialects" by A. L. Davis; and (g) "A Checklist of Significant Features for Discriminating Social Dialects" by Raven I. McDavid, Jr. Teaching suggestions and an annotated bibliography are included in the manual (4).

Available from: A. L. Davis, Center for American English, Illinois
Institute of Technology, Chicago, Illinois, 60616. (Free or on loan.)
Also in ERIC: ED 032 298, but not available from EDRS.

Developing Language Curricula: Programmed Exercises for Teachers, Michigan Oral Language Series, introduces teachers to the basic principles of language analysis applicable in classrooms having non-English speaking or nonstandard speaking Spanish-American students. The programmed exercises for use by individuals or groups cover (a) the nature of language, (b) attitudes toward language, (c) contrast in vowel sounds, (d) consonant sounds, (e) suprasegmentals; stress pitch, and pause, and (f) the ordered forms of words (13), (15).

Available from: MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, New York, 10011, (D509), $2.00. Also available in ERIC: ED 039 816, EDRS hardcopy, $4.00.

Introduction to English Language Study for Elementary Teachers, produced by the Texas Education Agency, consists of three volumes which could be used in a long-term course. Eleven units are covered: Linguistics and the nature of language, The history of the English language, English phonology, Language development in the child, The English language in America (American dialects), Grammar: A new view, English morphology, Patterns in English syntax, English transformations, Lexicography: Meaning and dictionaries, and The structural approach in teaching English. While the section on regional dialects is comprehensive, there is no specific treatment of social dialectology or nonstandard dialects. Nonetheless, this program could provide a solid general foundation about dialects (8), (16).

Dialects and Dialect Learning, a self-contained in-service course for elementary and secondary teachers, could be used with undergraduates in teacher preparation programs. The course is composed of four programmed, instructional units with accompanying tape recordings and evaluation materials. Directed toward teacher understanding of the major nonstandard dialects in America, the course provides information about dialects in general, the phonetics of American English, and features of nonstandard usage which commonly occur in American speech. Specifically, the four units treated are: (a) "About Dialects," (b) "Broad Phonetic Transcription," (c) "Analyzing Nonstandard Dialects," and (d) "Curriculum Decisions." (11), (12).

Available from: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois, 61801, (Available in Spring 1972 on a sale or lease basis).

Learning a Standard English, a sequel to Dialects and Dialect Learning, is designed to prepare teachers to implement a classroom management system for individualizing the teaching of a standard English to nonstandard speakers. The goal of the materials is augmentation--the addition of a second dialect to the student's range of skills--with every respect accorded the dialect the student brings to the classroom. The course is composed of six units: (a) "Individualization: The Basic Assumption," (b) "Eliciting Speech Streams," (c) "Creating an Individualized Usage Curriculum," (d) "Selecting, Organizing and Banking Curriculum Materials," (e) "Teaching English as a Second Dialect: Adapting and Creating Curriculum Materials," and (f) "Classroom Procedures, or What to Do Until the Computer Comes" (9).

For further information on this program write to: Dr. Karen Hess, CEMREL, Inc., 1640 East 78th Street, Minneapolis, Minnesota, 55423.

Other references and materials which could be used in preparing teachers to teach a standard English to speakers of nonstandard speakers have been described in Chapter Ten. Especially relevant for teacher preparation would be the Spring and Summer, 1969 issue of the Florida FL Reporter (1), Baratz and Shuy's Teaching Black Children to Read (3), Fasold and Shuy's Teaching a Standard English in the Inner City (7), and Imhoof's Viewpoints (10).

INSERVICE TEACHER PREPARATION

All of the preceding materials would be suitable for in-service teacher preparation. The in-service education of teachers of English should be an on-going process which can be organized in a variety of ways. Several schools offer professional growth courses which would be ideally suited for a course in dialect and dialect learning. Other schools conduct summer workshops which would also be well suited for instruction in dialect and dialect learning, e.g., the Atlanta Public Schools' practice of having a three week summer workshop where teachers learn new techniques for reading instruction, oral pattern practice drills and composition instruction (2). Another successfully used approach is the institute, e.g., the EPDA Institute in Standard English as a Second Dialect, a six week institute for teachers from the Tampa, Florida area, designed to provide teachers with: (a) a basic understanding of modern linguistics and its implications for second dialect teaching, (b) a grasp of the structural similarities and differences between Black dialects and general American English, and (c) an awareness of the Black part of America's heritage. Visiting lecturers contributed to this institute during which participants developed a set of materials by which they could apply newly acquired information and skills to their own classroom situations (6).

PRE-SERVICE TEACHER PREPARATION

The inadequacy of courses presently available for pre-service teacher education, has been noted in Chapter Fourteen. An exception to the generally inadequate college courses is Indiana University's program which might be used as a model by colleges and universities wishing to institute an adequate program for preparing students to teach a standard English as a second dialect. The M. S. Program in Teaching Standard English as an Alternate Dialect, at Indiana University's School of Education, has as its primary objective to develop an awareness and sensitivity in language arts teachers as well as the skills necessary to help their students use a standard English in appropriate situations. Indiana also has a course in Black English which is open to both undergraduate and graduate students. Additional workshops on dialect are held each summer. Descriptive materials from Indiana University are included on the following pages to provide an example of a relatively complete program in dialect.

BEST COPY AVAILABLE

DESCRIPTION OF GRADUATE COURSES IN THE DEPARTMENT OF URBAN AND OVERSEAS ENGLISH PROGRAMS - University of Indiana

L431 Black English (3 cr.)

This course will investigate the basic features of Black English as a formally structured language system particularly as it differs from other systems of English in its phonological and grammatical structures. It will explore attitudes toward speech and the relationship of language differences to the attainment of educational goals. (Also open to undergraduates.)

L490 Research in Applied Linguistics (arr.)

Individual research in Applied Linguistics. (Also open to undergraduates.)

L500 Introduction to the Study of Language (3 cr.)

A general introduction to the scientific study of language, with emphasis upon different theoretical approaches, their relevance and application for language teachers. A survey of descriptive (structural and generative), historical, and ``hyphenated'' linguistics.

L502 Aspects of Traditional and Structural English Grammar (3 cr.)

An examination of the salient features of pre-generative treatments of English grammar with emphasis upon their pedagogical application in the teaching of English to speakers of other languages.

L504 Introduction to Transformational Grammar for TESOL (3 cr.)

Readings in generative theory with emphasis upon the ability to analyze within the framework of a transformational grammar. Special attention to generative treatments of English phonology and syntax for pedagogical purposes. P: Educ. L500, L502*

---

*Stated prerequisites may be waived with the approval of the departmental adviser.

BEST COPY AVAILABLE

L522 Topics in Applied Linguistics (3 cr.)

Intensive readings in professional journals on selected topics relevant to the teaching of English to speakers of other languages. Readings will, for the most part, be current and subject to change as the course is offered. P: Educ. L500, L502

L524 Bilingualism and Bidialectism in Urban Schools (3 cr.)

A survey of the nature and extent of the educational problems faced by speakers of a nonstandard variety of English in inner city schools.

L526 Professional Writing in TESOL (3 cr.)

Practical experience in writing professional papers, articles, and reports on a variety of topics in the field of second language or alternate dialect acquisition. Ordinarily this course is elected concurrently with L522. P: 9 credit hours in approved graduate language study.

L529 English as a Foreign Language in Developing Countries (2 cr.)

Examination of TESOL programs in selected areas of the world with emphasis on those innovative solutions to language learning problems developed in a particular country which are applicable to similar problems in other locales.

L532 Second Language Acquisition (3 cr.)

A survey of the major theories of first and second language learning and the implications of these theories for language teaching.

L534 Methods and Materials for TESOL (3 cr.)

Review of current methods and materials in teaching English to speakers of other languages with special emphasis on the preparation and demonstration of classroom teaching materials. P: 9 credit hours in approved graduate study.

L536 Methods and Materials for TESOL Teacher-Trainers (3 cr.)

Study and analysis of current methods and materials in TESOL. Development and evaluation of practical exercises, visual aids,

BEST COPY AVAILABLE

and demonstration materials for use by teacher-trainers in pre-service and in-service English teacher-training programs overseas. P: 18 credit hours in approved graduate language study.

L538 Methods and Materials in Teaching Standard English as an Alternate Dialect (3 cr.)

Review of current methods and materials in teaching standard English to speakers of nonstandard dialects--especially nonstandard Negro speech. Emphasis on the preparation and demonstration of classroom teaching materials applicable in inner city schools. P: 12 credit hours in approved graduate language study.

L550 Language testing (3 cr.)

Consideration of theories of assessing competence in a second language, combined with preparation and trial administration of tests. Primary emphasis on English as a second language or alternate dialect. P: Educ. L500, L532.

L552 Contrastive Analysis (3 cr.)

Practice in various methods of analysis, with application to selected languages in addition to English in terms of phonetics, phonemics, morphology, and syntax. Consideration of potential interference and facilitation. P: Educ. L500, L502, L504

L556 Instructional Techniques in the Language Laboratory (2 cr.)

Instructional rationale, equipment, and practical operation of the language laboratory. Lectures on theory combined with actual use of laboratory equipment.

L558 Programmed Foreign Language Instruction (2 cr.)

Theory and practice of programmed instruction for problems of foreign language acquisition; review of existing program material, practice in preparation of small-scale programs.

L590 Independent Research in Second Language Learning (arr.)

TEXTBOOKS USED IN THE URBAN AND OVERSEAS ENGLISH PROGRAMS AT INDIANA UNIVERSITY/BLOOMINGTON

Aeter, Collier, Steinberg. *Utterances and Response Drills*.

Andersson, T. and Boyer. *Bilingual Schooling in the U.S.*, Vol I, II.

Bollinger. *Aspects of Language*.

Carroll, John. *Language and Thought*.

Chomsky, Noam. *Language and Mind*.

Gleason, H.A. *An Introduction to Descriptive Linguistics*.

Harris, David. *Reading Improvement Drills*.

Harris, David. *Testing English as a Second Language*.

Hayden, Pilgrim, Haggard. *Mastering American English*.

Horn, Thomas. *Reading for the Disadvantaged*.

Hudson and Imhoof. *From Paragraph to Theme*.

Jacobs and Rosenbaum. *English Transformational Grammar*.

Jacobs and Rosenbaum. *Grammar I*.

Jacobs and Rosenbaum. *Grammar II*.

Lado, Robert. *Language Testing: The Construction and Use of Foreign Language Tests*.

Langocher, Ronald. *Language and Its Structure*.

Lenneberg, Eric. *New Directions in the Study of Language*.

McNeill, David. *The Acquisition of Language*.

Slobin, Dan. *Psycholinguistics*.

Thomas, Owens. *Transformational Grammar and the Teacher of English*.

Williams, E. *Language and Poverty*.

BLACK ENGLISH WORKSHOP

Indiana University
Institute of Afro-American Studies,
College of Arts and Sciences; and
Urban and Overseas English Programs,
School of Education

Intersession 1971, June 2-17.

Purpose

The advent of the study of differences between Black and White speech behavior has called attention to the inadequacies of many language programs conceived by middle class White or Black educators. The workshop will stimulate and develop certain basic understandings, concepts, and attitudes concerning these speech differences as well as address itself to the problems of developing an adequate description and pragmatic knowledge of Black English. Specifically, the workshop would develop:

1. understanding of the basic features of Black English as a formally structured language system,
2. understanding of the attitudes toward speech and speech behavior by Blacks,
3. the attitude that the nonstandard speaker is not aberrant or underdeveloped,
4. the attitude that what constitutes standard English is socially and arbitrarily determined,
5. understanding that students may learn a second dialect just as they learn a second language, without attempting to destroy the first.

NOTE:

The visiting lecturers in the summer of 1971 were Geneva Smitherman, Wayne State Univ. (now at Harvard) and Adrian Cox, Wayne State Univ. (now at Indiana Univ.).

Next summer we are planning a program of Black English, Methods of Teaching Alternate Dialects of English, and a Reading Methods (with an emphasis on teaching Black children to read).

BLACK ENGLISH WORKSHOP

Sponsors

The workshop will be offered in the School of Education under the direction of the Urban and Overseas English Programs and sponsored by the Institute of Afro-American Studies, College of Arts and Sciences.

Program

Mrs. Beverly Huntsman, a member of the Urban and Overseas English Programs, will coordinate the workshop which will include lectures by such outstanding specialists in the field of sociolinguistics as Walter Wolfram and Roger Shuy from the Center for Applied Linguistics in Washington, D. C., and Kenneth R. Johnson, Assistant Professor of Education from the University of Illinois at Chicago Circle. Additional contributions will be made by Indiana University specialists in urban studies.

Workshop Topics

I. Black English defined
II. Strategies for studying Black speech
III. Black English as an alternate language system: Description and comparison
    A. Phonology
    B. Morphology
    C. Syntax
IV. Black English and Black experience
V. Black English and success in school
    A. Reading
    B. Writing
    C. Standard English
VI. Black English and success in the world of work

Credit

The workshop is designed for those interested in linguistic-cultural differences and the educational implications arising from such differences: Students of language and sociology, teachers of all levels, school administrators. Qualified students in the workshop may earn three hours of graduate credit by registering for Education L590, Independent Research in Second Language Learning.

Participants in the workshop who are interested in the classroom applications of dialect and cultural information are encouraged to enroll in Education L538, Teaching Standard English as an Alternate Dialect, to be offered during the regular summer session. (June 18 - August 7).

Information

To reserve a place in the workshop, since enrollment will be limited to 30 participants, prior to registration students must contact:

Dr. Maurice Imhoof, Coordinator
Urban and Overseas English Programs
029 Education Building
Indiana University
Bloomington, Indiana 47401 Telephone: 337-4018

Urban Language Lecture Series

Spring 1970
February 9
March 4, 11
April 16, 23, 30

Room 109
School of Business
7:30 p.m.

Monday, February 9, 1970

Peter S. Rosenbaum
Associate Professor of Education
Director of the Center for Educational Technology
Teachers College, Columbia University

Thinking about Priorities in the Improvement of Language Instruction

Mr. Rosenbaum's presentation will take as its point of departure a conception of language instruction in which the essential elements are **content, learning activities (mediation), supervision (control),** and **contingencies.** After a brief development of this conception, appropriate criteria for evaluating the adequacy of language instruction programs will be adduced. Finally, these criteria will be applied in the evaluation of prevailing instructional practices, and the evaluation itself will serve as a basis for assigning priorities in efforts to improve instructional technique.

Wednesday, March 4, 1970

Roger W. Shuy
Director of the Sociolinguistics Program
Center for Applied Linguistics

Sociolinguistic Strategies in Studying Urban Speech

The advent of the study of urban speech has called attention to the inadequacies of past linguistic approaches to data acquisition as well as analytical modes. Recent studies have made important suggestions for changes to the fieldworker, the analyst, and the person who applies the material in the classroom. Foremost among these suggestions, and those which Mr. Shuy will discuss, are recognition of the concept of the language continuum, the linguistic variable, the matter of contextual style, subjective reactions, and social stratification.

Wednesday, March 11, 1970

Walter A. Wolfram
Research Associate in the Sociolinguistics Program
Center for Applied Linguistics

Black/White Speech Differences Revisited

Mr. Wolfram will investigate the various claims about the relationship of the speech of blacks and whites, from the extreme claims of dialectologists who believe that they are identical to the claims of some descriptive linguists, who insist that they are actually different languages. The features crucial to these arguments will be examined in terms of objective evidence, and Mr. Wolfram will offer a "realistic" conclusion about the relationship based on the available data.

This lecture is co-sponsored by the Speech and Hearing Center.

Thursday, April 16, 1970

Kenneth R. Johnson
Assistant Professor of Education
University of Illinois at Chicago Circle

Nonstandard Negro Dialect and the Implications for Educating Students Who Speak It

Mr. Johnson's lecture will cover the following topics: (1) the nature of language and dialects; (2) teachers' attitudes toward nonstandard Negro dialect and false instructional assumptions arising from these attitudes; (3) the phonological and grammatical systems of nonstandard Negro dialect; (4) interference in reading and language learning caused by nonstandard Negro dialect; (5) teaching standard English to Negro students who speak nonstandard Negro dialect.

This lecture is co-sponsored by the Institute of Afro-American Studies.

Thursday, April 23, 1970

Helen H. Johnson
Principal of McMichael Junior High School
Detroit, Michigan

Teacher Attitudes and Ghetto Language

The basic thesis of Miss Johnson's speech may be summarized as follows: Many English teachers waste valuable time on lessons of values, attitudes, and etiquette. They use standard English as the sole selector of the winners or the losers; they make no attempts to understand or evaluate the language behavior of the students; and they develop lessons which reject children and isolate citizens. These teachers are not merely wasting time, they are wasting lives. If the primary purpose of English education is upward mobility, then teachers should educate, open, and enrich the minds of children before they attend to language tidiness.

Thursday, April 30, 1970

Joshua A. Fishman
University Research Professor of Social Sciences
Yeshiva University

Spanish and English among Puerto Ricans in New York

Puerto Rican intellectual and organizational elites in New York have begun to ideologize Spanish language maintenance and Puerto Rican cultural emphases. Among ordinary Puerto Ricans such views are still very uncommon. The elites are more aware of their sociolinguistic repertoire in both Spanish and English and have greater repertoire ranges in both languages. Nevertheless, even ordinary Puerto Ricans are sufficiently language conscious to give valid self-report data in connection with many of these matters. Mr. Fishman will explain how, on the whole, language usage, self-report claims, attitude, and behavior are meaningfully and corroboratively interrelated.

This lecture is co-sponsored by the Research Center for the Language Sciences.

Graduate Department of Urban and Overseas English Programs (applied linguistics)

PROGRAMS OFFERED

Master of Science in Education (36 credits)

Majors: Teaching English to Speakers of Other Languages
Teaching Standard English in Urban Schools

Minor: Teaching Standard English to Speakers of Other Languages and Dialects (15 credits) (for American students only)

Certificate in Teaching English to Speakers of Other Languages (20 credits) (for foreign students only)

English Language Improvement Courses (for American and foreign students)

OBJECTIVES OF THE PROGRAMS

Master of Science in Education

The master's degree program has been designed to prepare personnel in one of two areas—teaching English to speakers of other languages or teaching standard English in urban schools.

Major in Teaching English to Speakers of Other Languages

The overall objective of this major is to prepare persons for leadership positions in English education programs abroad. Candidates for this major should demonstrate:

1. thorough knowledge of English structure and language pedagogy;
2. ability to interpret theoretical concepts for application by classroom teachers; and
3. skill in applying theoretical knowledge and practical experience toward the improvement of national English programs in developing countries.

Major in Teaching Standard English in Urban Schools

The overall objective of this major is to prepare persons for English teaching and supervisory positions in inner-city schools. In addition to 1 and 2 above, candidates for this major should demonstrate:

4. qualities of personality and attitudes about language judged to be essential for successful work in ghetto schools;
5. understanding of the educational problems of bilingualism and bidialectism; and
6. ability in applying the techniques of modern language methodology to the teaching of standard English as an alternate dialect.

Certificate in Teaching English to Speakers of Other Languages

The certificate program has been designed to prepare foreign students to become proficient teachers of English as a foreign language. Students in this program should demonstrate:

1. attainment of specified standards of performance in all four of the English language skills—listening, speaking, reading, and writing;
2. ability to plan and implement meaningful classroom activities appropriate to stated instructional goals; and
3. skill in using the resources of contributory fields, such as applied linguistics and educational psychology, in solving language-learning problems.

English Language Improvement Courses

The English language improvement courses have been designed to bring the native and nonnative students' language skills to a standard of proficiency needed to pursue regular degree programs in American universities. Extensive practice is provided in the reading comprehension and expository writing activities essential to academic success at the college level.

ADMISSION PROCEDURE

Students interested in enrolling in this Department should obtain application materials from the Office of the Graduate Division, School of Education. Completed forms, together with official transcripts of all undergraduate and graduate work taken at institutions other than Indiana University, should be returned to:

Graduate Division
School of Education
Indiana University
Bloomington, Indiana 47401

Students interested in enrolling in the English language improvement courses should apply directly to the Department of Urban and Overseas English Programs.

Applications for admission must be filed by July 15 for the fall semester and December 15 for the spring semester.

COURSES

L500	Introduction to the Study of Language (3 cr.)
L502	Aspects of Traditional and Structural English Grammar (3 cr.)
L504	Introduction to Transformational Grammar for TESOL (3 cr.)
L522	Professional Reading in TESOL (3 cr.)
L524	Bilingualism and Bidialectism in Urban Schools (3 cr.)
L526	Professional Writing in TESOL (3 cr.)
L529	English as a Foreign Language in Developing Countries (2 cr.)
L532	Second Language Acquisition (3 cr.)
L534	Methods and Materials for TESOL (3 cr.)
L536	Methods and Materials for TESOL Teacher-Trainers (3 cr.)
L538	Methods and Materials in Teaching Standard English as an Alternate Dialect (3 cr.)
L550	Language Testing (3 cr.)
L552	Contrastive Analysis (3 cr.)
L556	Instructional Techniques in the Language Laboratory (2 cr.)
L558	Programmed Foreign Language Instruction (2 cr.)
L590	Independent Research in Second Language Learning (1-3 cr.)
L122	English Language Improvement (9 cr.—10 hrs. in class, 5 hrs. lab)
L123	English Language Improvement (6 cr.—6 hrs. in class, 2 hrs. lab) (for foreign students only)
L124	Oral English Improvement (2 cr.—5 hrs. lab)
L130	English Language Improvement (4 cr.—8 hrs. in class) (for American students only)
L304	Expository Writing (3 cr.—4 hrs. in class)

SUMMARY

Materials which might be used to adequately prepare teachers to teach a standard English as a second dialect are limited. Those which do exist may need to be adapted to fit specific local needs. Adequate college programs are extremely limited. Although more courses in dialect and in language learning are offered than in the past, there is still inadequate emphasis on social dialects and on methods for teaching a standard English.

REFERENCES - Materials and Programs for Teacher Preparation

1. Aarons, A. C., (Ed.) *Florida FL Reporter*, Special anthology issue: Linguistic, cultural differences and American education, 1969, *7*(1).

2. Atlanta model. A program for improving basic skills. Communication skills labs, Atlanta Public Schools, Georgia, January 1967.

* 3. Baratz, J. C. & Shuy, R. W. *Teaching black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969.

* 4. Davis, A. L. (Ed.) *American dialects for English teachers*. Urbana: ISCPET, May 1969. Also in ERIC: ED 032 298 (Interim report).

5. Davis, A. L. et al. Recordings of standard English in the United States and Canada. Interim report. Report no. BR-5-0789, May 1969, ISCPET, Urbana. Also in ERIC: ED 030 668.

6. EPDA Institute in Standard English as a Second Dialect. Director's report, August 1969, South Florida University, Tampa. Also in ERIC: ED 032 288.

7. Fasold, R. W. & Shuy, R. W. (Eds.) *Teaching standard English in the inner city*. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720.

8. Galvan, M. & Troike, R. C. The east Texas dialect project: A pattern for education. *Florida FL Reporter*, 1969, *7*(1), 29-31, & 152-153.

* 9. Hess, K. M. et al. *Learning a standard English*. In development at CEMREL, Inc., Minneapolis, Minnesota.

*10. Imhoof, M. (Ed.) *Viewpoints*, 1971, *47*(2). Special issue: Social and educational insights into teaching standard English to speakers of other dialects. Bloomington, Indiana: Indiana University, 1971.

11. Maxwell, J. C. et al. Development of programmed inservice training on dialects. Paper presented at the annual AERA convention, Minneapolis, March 1970. Also in ERIC: ED 038 367.

*12. Maxwell, J. et al. *Dialects and dialect learning*. To be published by NCTE, Urbana.

13. Michigan State Department of Education. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: American Council on the Teaching of Foreign Languages, 1970. Also in ERIC: ED 039 816.

14. Orsini, B. New road for young migrants. *Southern Education Report*, March 1968, *3*(7). Also in ERIC: ED 020 987.

15. Robinett, R. F. & Benjamin, R. C. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: MLA/ACTFL Materials Center, 1970. Also in ERIC: ED 039 816.

16. Texas Education Agency. Introduction to English language study for elementary teachers. Report 1967-1968, Texas Education Agency, Austin.

*See annotated bibliography at end of Section Four.

ANNOTATED BIBLIOGRAPHY FOR SECTION FOUR

This bibliography contains selected references which deal with teacher preparation. The references are coded to refer to the specific chapters contained in Section Four.

Code:

14. Past and Current Teacher Preparation
15. Ideal Teacher Preparation
16. Materials Available for Developing Teacher Preparation Programs

---

Baratz, J. C. Who should do what to whom...and why? Florida FL Reporter, 1969, 7(1), 75-77, & 158-159. (15).

Baratz first discusses the different-deficient argument and concludes that the language of the nonstandard speaker is not deficient, it is merely different. She then cites several reasons for teaching a standard English: (1) it doesn't necessarily make the student devalue his own dialect, (2) in refusing to teach standard English we cut off even further his possibility of entering the mainstream of American life, (3) it hinders his development of oral skills and makes his task of learning to read considerably more difficult. The article concludes with a discussion of what a competent teacher needs to know about language and culture to do an effective job of teaching a standard English to speakers of nonstandard dialects.

Baratz, J. C. & Shuy, R. W. Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969. (15), (16).

This collection of readings, part of the Urban Language Series, consists of eight articles, including: (1) "Dialectology and the Teaching of Reading" by McDavid; (2) "Dialect Barriers to Reading Comprehension" by Goodman; (3) "Some Sources of Reading Problems for Negro Speakers of Nonstandard English" by Labov; (4) "Orthography in Reading Materials for Black English Speaking Children" by Fasold; (5) "Teaching Reading in an Urban Negro School System" by Baratz; (6) "A Linguistic Background for Developing Beginning Reading Materials for Black English: Three Linguistically Appropriate Passages" by Wolfram and Fasold; and (8) "On the Use of Negro Dialect in the Teaching of Reading" by Stewart.

Davis, A. L. (Ed.) American dialects for English teachers. Urbana: ISCPET, May 1969. Also in ERIC: ED 032 298 (Interim report). (15), (16).

This manual is an organized study of American dialects which could be used in a course in English language or in English methods. It includes seven articles on dialect: (1) "Historical, Regional and Social Variation" by Raven I. McDavid, Jr.; (2) "The Study of Dialects" by N. Louanna Furbee; (3) " Suggestions for Teaching American Dialects" by A. L. Davis; (4) "Problem Areas in Grammar" by William Card and Virginia G. McDavid; (5) "Speech Samples of Disadvantaged Children" by N. Louanna Furbee, Emily P. Norris, and Dagna Simpson; (6) "Abbreviated Checklist of Lexical Items in Dialects" by A. L. Davis; and (7) "A Checklist of Significant Features for Discriminating Social Dialects" by Raven I. McDavid, Jr. Teaching suggestions and an annotated bibliography are included.

Fasold, R. W. & Shuy, R. W. (Eds.) Teaching standard English in the inner city. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720. (16).

This book contains articles by leaders in the field who advocate using an additive approach to teach a standard English to all students. The articles provide not only theoretical information, but a wealth of practical commentary on teaching a standard English. Included are: (1) William Stewart's "Foreign Language Teaching Methods in Quasi-Foreign Language Situations;" (2) Joan Baratz's "Educational Considerations for Teaching Standard English to Negro Children;" (3) Ralph Fasold and Walt Wolfram's "Some Linguistic Features of Negro Dialect;" (4) Irwin Feigenbaum's "The Use of Nonstandard English in Teaching Standard: Contrast and Comparison;" (5) Walt Wolfram's "Sociolinguistic Implications for Educational Sequencing;" and (6) Roger Shuy's "Teacher Training and Urban Language Problems." Several of these articles have been listed separately in this annotated bibliography. The book is invaluable to teachers involved with teaching a standard English.

Galvan, M. M. & Troike, R. C. The east Texas dialect project: A pattern for education. Florida FL Reporter, 1969, 7(1), 29-31, & 152-153. (15), (16).

The authors outline the three major goals of the East Texas dialect project: (1) study language patterns in Texas; (2) develop in-service courses to affect attitudes towards language and culture; and (3) produce teaching materials to be used in the schools. They stress attitudes and acceptance of language variety and cultural differences above all else. The content of this article should be valuable to college methods teachers and administrators interested in developing programs for their nonstandard speaking students.

Hess, K. M. et al. Learning a standard English. In development at CEMREL, Inc., Minneapolis, Minnesota. (16).

This course is designed to prepare teachers to implement a classroom management system for individualizing the teaching of a standard English to nonstandard speakers. The goal of the materials is augmentation--the addition of a second dialect to the student's range of skills--with every respect accorded the dialect the student brings into the classroom. The course includes six units: (1) "Individualization: The Basic Assumption;" (2) "Eliciting Speech Streams;" (3) "Creating an Individualized Usage Curriculum;" (4) "Selecting, Organizing and Banking Curriculum Materials;" (5) "Teaching English as a Second Dialect: Adapting and Creating Curriculum Materials;" and (6) "Classroom Procedures, or What to do Until the Computer Comes."

Imhoof, M. (Ed.) Viewpoints, 1971, 47(2). Special issue: Social and educational insights into teaching standard English to speakers of other dialects. Bloomington, Indiana: Indiana University, 1971. (16).

This bulletin from Indiana University contains the following articles: (1) "Sociolinguistic Strategies for Studying Urban Speech" by Roger Shuy; (2) "Black-White Speech Differences Revisited" by Walt Wolfram; (3) "Attitudes and Beliefs about Spanish and English Among Puerto-Ricans" by J. A. Fishman; (4) "Teacher Attitude and Ghetto Language" by Helen Johnson; (5) "Should Black Children Learn Standard English?" by Ken Johnson; (6) "Aspects of Instructional Design" by Peter Rosenbaum; and (7) "The Preparation of Language Atts Teachers for Ghetto Schools" by Maurice Imhoof. Bibliographies are included in the bulletin. This representative selection from the field of dialect study would be an invaluable reference to any course on dialect and dialect learning.

Loban, W. Problems in oral English. NCTE research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653. (15).

Loban's purpose is to clarify the most crucial language difficulties of speakers of nonstandard dialects to enable teachers to plan an effective, efficient program for teaching a standard English. He discusses and lists several examples of the nonstandard oral usages found in students in grades K-9. Loban suggests speakers of nonstandard dialects may be helped by drill on usage, especially the verb to be. There is no object in drilling all pupils on the same skill, he says they should be drilled only on those features with which they have difficulty.

Maxwell, J. et al. Dialects and dialect learning. To be published by NCTE, Urbana. (16).

This is a self-contained in-service course for elementary and secondary teachers, which could also be used with undergraduates in teacher preparation programs. The course includes four programmed instructional units with accompanying tape recordings and evaluation materials. Directed toward teacher understanding of the major nonstandard dialects in America, the course provides information about dialects in general, the phonetics of American English, and features of nonstandard usage which commonly occur in American speech. Specifically, the four units treated are: (1) "About Dialects," (2) "Broad Phonetic Transcription," (3) "Analyzing Nonstandard Dialects," and (4) "Curriculum Decisions."

McDavid, R. I., Jr. Social dialects and professional responsibility. College English, February 1969, 30(5), 381-385. (14).

McDavid points out that university English departments have neglected the urgent problems of social dialects and suggests that they encourage systematic research in the field.

Shuy, R. W. Bonnie and Clyde tactics in English teaching. Florida FL Reporter, 1969, 7(1), 81-83, & 160-161. (15).

An analogy is drawn between Bonnie and Clyde and those who want to eradicate nonstandard dialect. Shuy presents three currently popular approaches to the problem of nonstandard dialects: (1) eradication (2) biloquialism--which he suggests is a more neutral term than bidialectalism, and (3) teaching nonstandard to standard speakers. He presents social and intellectual goals which can be achieved by learning a standard English. In discussing materials currently being used to teach a standard English, Shuy voices concern that the majority of the materials rest on the uneasy assumption that TESOL methods will work with speakers of nonstandard dialects, and that most current materials deal with pronunciation while the evidence seems to point out that the grammatical features are the most important. Shuy then gives five questions he feels all English teachers should answer as they attempt to teach a standard English to nonstandard speakers.

Wolfram, W. A. Sociolinguistic premises and the nature of nonstandard dialects. Washington, D. C.: Center for Applied Linguistics, 1969. (15).

Wolfram deals with the attitudinal problems associated with nonstandard dialects. He discusses some of the basic premises of sociolinguistics and shows how many currently held views about nonstandard dialects violate these basic premises. He also points out that a knowledge of the systematic differences between the various nonstandard dialects and standard English can serve as a basis for effectively teaching a standard English to speakers of these nonstandard dialects.

SECTION FIVE

BIBLIOGRAPHIES

INTRODUCTION

This section of the Basic Report contains bibliographies which should be of use to educators involved in teaching a standard English to speakers of nonstandard dialects.

The following bibliographies are included:

1. Annotated bibliography of recommended sources on dialect
2. Master bibliography of the 1500 documents which were read, analyzed, and synthesized in the Basic Report
3. Bibliography of bibliographies on dialect
4. Specialized bibliographies in the following areas:

   A. Cultural Dialects

      1. Appalachian dialects
      2. Black dialects
      3. Hawaiian dialects
      4. Indian dialects
      5. Spanish dialects

   B. Regional Dialects

      1. East
      2. Midwest
      3. South
      4. Southwest
      5. West

   C. Materials and Methods

      1. Elementary
      2. Secondary
      3. Foreign Language Methods

   D. Current Programs

   E. Language Acquisition and Development

   F. Dialect and Reading

   G. Sociolinguistics

SELECTED ANNOTATED BIBLIOGRAPHY OF RECOMMENDED REFERENCES FOR DIALECT AND DIALECT LEARNING*

The following references are recommended to teachers and administrators interested in beginning or improving an existing program in dialect augmentation.

Abrahams, R. D. The advantages of black English. *Florida FL Reporter*, 1970, Spring/Fall, 27-30, & 51.

Abrahams first dispells many false notions of linguistic deprivation or pathology. He then stresses the importance of the varieties (codes) used in Black English and the need for an analytic framework which would permit examination of patterns of communicative interaction larger than simple linguistic difference. He points out numerous examples of the expressive system of Black English and gives reasons for the persistance of Black English.

Allen, H. B., & Underwood, G. N. (Eds.) *Readings in American dialectology*. New York: Appleton, Century, Crofts, 1971.

Part One of this book concentrates on regional dialects. It includes readings on area studies, single feature studies, the comparative approach, and dialect theory. Part Two concentrates on social dialects and includes several readings of direct relevance to the classroom teacher or the college methods teacher.

Allen, V. F. Teaching standard English as a second dialect. *Florida FL Reporter*, 1969, *7*(1), 123-129, & 164.

This article outlines the trends in teaching a standard English to speakers of other dialects and describes some second-language techniques as they may be applied to dialect differences. Linguistic versatility is stressed as the goal of second dialect teaching, and the importance of working on truly critical features to reach that goal is brought out. The historical basis of many nonstandard features is discussed. Also discussed are the art of conducting meaningful drills, role playing, and reading and writing. The article is ideal for the relatively uninitiated.

American speech dialects. National Center for Audio Tapes, University of Colorado, Boulder. (Tape)

This tape consists of eighteen readings of "Grip the Rat," one each from Maine, New Hampshire, Ontario, Illinois, Ohio, Virginia, North Carolina, South Carolina, and Georgia. There are two readings from Massachusetts, Pennsylvania, and Texas, and three from New York.

---

*Compiled and annotated by Karen M. Hess

© CEMREL, Inc., Minneapolis, Minnesota

Baratz, J. C. Language and cognitive assessment of Negro children--assumptions and research needs. *American Speech and Hearing Association*, March 1969, *2*(8). Also in ERIC: ED 022 157.

Baratz begins by describing the three major types of professionals involved with describing the language abilities of children: (1) educators, ~~(2)~~ psychologists, and (3) linguists, and then points out how some educators and psychologists mistakenly believe children who speak nonstandard dialects to be verbally destitute or unable to function cognitively. The article contains a reference list of sources from linguistics and anthropological studies.

Baratz, J. C. Who should do what to whom...and why? *Florida FL Reporter*, 1969, *7*(1), 75-77, & 158-159.

Baratz first discusses the different-deficient argument and concludes that the language of the nonstandard speaker is not deficient, it is merely different. She then cites several reasons for teaching a standard English: (1) it doesn't necessarily make the student devalue his own dialect, (2) in refusing to teach standard English we cut off even further his possibility of entering the mainstream of American life, (3) it hinders his development of oral skills and makes his task of learning to read considerably more difficult. The article concludes with a discussion of what a competent teacher needs to know about language and culture to do an effective job of teaching a standard English to speakers of nonstandard dialects.

Baratz, J. C. & Shuy, R. W. *Teaching Black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969.

This collection of readings, part of the Urban Language Series, consists of eight articles, including: (1) "Dialectology and the Teaching of Reading" by McDavid; (2) "Dialect Barriers to Reading Comprehension" by Goodman; (3) "Some Sources of Reading Problems for Negro Speakers of Nonstandard English" by Labov; (4) "Orthography in Reading Materials for Black English Speaking Children" by Fasold; (5) "Teaching Reading in an Urban Negro School System" by Baratz; (6) "A Linguistic Background for Developing Beginning Reading Materials for Black English: Three Linguistically Appropriate Passages" by Wolfram and Fasold; and (8) "On the Use of Negro Dialect in the Teaching of Reading" by Stewart.

Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-McKinley County Schools, 1967. Also in ERIC: ED 024 519.

This guide, intended for those involved in teaching a standard English to Mexican-American students, includes a brief description of the value systems, a phonetic analysis of the likenesses and differences between English and Spanish, and objectives and activities developed for five-year-olds in language development, social studies, numbers, physical education, health, science, music, and art. The guide also includes a bibliography of 35 books and 18 pamphlets.

Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Report, 1966, Harvard Research and Development Center on Educational Differences, Cambridge. Also in ERIC: ED 011 325.

In this literature review Cazden summarizes and evaluates research in linguistics, developmental psychology, sociology, and anthropology on children from different social and cultural groups. She differentiates between standard and nonstandard English and discusses whether nonstandard English should be replaced or augmented. Several recent studies of language development, all of which show that children of upper socio-economic status are more advanced than those of lower socio-economic status, are outlined with discussions of the problems which dialect differences pose for studies of language development.

Corbin, R. & Crosby M. (Eds.) *Language programs for the disadvantaged*. Urbana: NCTE, 1965.

Although this book was written in 1965, several of the findings and recommendations of the NCTE Task Force on Teaching English to the Disadvantaged are still relevant in the 1970's. The book is divided into six parts: (1) the Task Force and the problem, (2) programs for the disadvantaged--at all grade levels, (3) findings, (4) points of view, (5) recommendations, and (6) appendixes. The general recommendations made by the Task Force should be of interest to all those involved in teaching a standard English to disadvantaged students.

Davis, A. L. (Ed.) *American dialects for English teachers*. Urbana: ISCPET, May 1969. Also in ERIC: ED 032 298 (Interim report).

This manual is an organized study of American dialects which could be used in a course in English language or in English methods. It includes seven articles on dialect: (1) "Historical, Regional and Social Variation" by Raven I. McDavid, Jr.; (2) "The Study of Dialects" by N. Louanna Furbee; (3) " Suggestions for Teaching American Dialects" by A. L. Davis; (4) "Problem Areas in Grammar" by William Card and Virginia G. McDavid; (5) "Speech Samples of Disadvantaged Children" by N. Louanna Furbee, Emily P. Norris, and Dagna Simpson; (6) "Abbreviated Checklist of Lexical Items in Dialects" by A. L. Davis; and (7) "A Checklist of Significant Features for Discriminating Social Dialects" by Raven I. McDavid, Jr. Teaching suggestions and an annotated bibliography are included.

Dialect of the Black American. A community relations presentation, Western Electric Company. (Record). Available from: Educational Relations Department, Western Electric Company, 195 Broadway, New York, New York, 10007. Cost $1.23.

This record, which presents general information about Black dialect and gives numerous examples of its coherence and communicability, is an excellent resource for teachers and mature students. It illustrates how the dialect may be misunderstood in an interview situation, and how it can be used in teaching standard English.

Fasold, R. W. & Shuy, R. W. (Eds.) Teaching standard English in the inner city. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720.

This book contains articles by leaders in the field who advocate using an additive approach to teach a standard English to all students. The articles provide not only theoretical information, but a wealth of practical commentary on teaching a standard English. Included are: (1) William Stewart's "Foreign Language Teaching Methods in Quasi-Foreign Language Situations;" (2) Joan Baratz's "Educational Considerations for Teaching Standard English to Negro Children;" (3) Ralph Fasold and Walt Wolfram's "Some Linguistic Features of Negro Dialect;" (4) Irwin Feigenbaum's "The Use of Nonstandard English in Teaching Standard: Contrast and Comparison;" (5) Walt Wolfram's "Sociolinguistic Implications for Educational Sequencing;" and (6) Roger Shuy's "Teacher Training and Urban Language Problems." Several of these articles have been listed separately in this annotated bibliography. The book is invaluable to teachers involved with teaching a standard English.

Fasold, R. W. & Wolfram, W. A. Some linguistic features of Negro dialect. In R. Fasold and R. Shuy, Teaching standard English in the inner city, Urban Language Series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720.

This article is written on a semi-technical level which most teachers could understand. The authors outline and describe major nonstandard features found in Black dialect and give examples of each. An annotated bibliography of non-technical descriptions for use by the uninitiated and a bibliography of technical descriptions for those with more experience in the area are included.

Feigenbaum, I. Developing fluency in standard oral English. Elementary English, 1970, 47, 1053-1059.

After attacking the deficit theory and advocating teaching a standard English as an alternate dialect, Feigenbaum comments on promising techniques which can be used in teaching a standard English, and on the importance of discussing appropriateness and motivation with the students. He sees the task as one of teaching the recognition and mastery of alternate linguistic forms for use in appropriate situations. Translation is one of the principal pedagogical techniques involved, focusing on one pattern at a time and proceeding systematically. The article concludes with a bibliography.

Feigenbaum, I. The use of nonstandard English in teaching standard English: Contrast and comparison. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

The author discusses the relative values of standard and nonstandard dialect and stresses the idea of appropriateness of language rather than a corrective attitude toward language differing from the standard. He then illustrates how contrast and comparison of standard and nonstandard can be used to facilitate the learning of a standard dialect. He prescribes five basic types of drills: (1) presentation drills, (2) discrimination drills, (3) identification drills, (4) translation drills, and (5) response drills. Suggestions for using the drills in the classroom and for maintaining interest in them are given. Feigenbaum maintains that nonstandard dialect can be profitably utilized in the pedagogy of standard English teaching.

Feigenbaum, I. Using foreign language methodology to teach standard English: Evaluation and adaptation. Florida FL Reporter, 1969, 7(1), 116-122, & 156-157.

Feigenbaum begins his article by citing the work of others such as Lin, Stewart, and Slager who have successsfully used TESOL techniques. He notes that one foundation of TESOL techniques is the cycle of imitation, repetition, and manipulation. He stresses the concept of the appropriateness of language and the necessity for students to hear the difference before they can drill on the use of standard forms. Suggestions for making drills more meaningful and interesting are included. Feigenbaum recommends the sequence usually followed in TESOL, i.e., progressing from passive to active: Hearing-speaking; reading-writing. He notes, however, that the teacher may want to put reading and writing before hearing and speaking to assure that the student is actually focusing on the feature the teacher wants.

Francis, W. N. Brown-Tougaloo English project. Final report, July 1970, Rockefeller Foundation, Providence, Rhode Island.

The project produced a complete syllabus for a freshman English course for a Southern, predominantly Black college. This program emphasizes the positive factors of standard dialect acquisition and language enrichment. It is built on a solid base of research into English and utilizes several of the TESOL techniques. The program initially emphasizes oral repetitive drill, pattern practice with variation, with gradual introduction of some organized facts about the structure of standard English. Reading and writing are postponed until the student has a good command of the phonological system. The program contains a wealth of linguistic information.

Galvan, M. M. & Troike, R. C. The east Texas dialect project: A pattern for education. Florida FL Reporter, 1969, 7(1), 29-31, & 152-153.

The authors outline the three major goals of the East Texas dialect project: (1) study language patterns in Texas; (2) develop in-service courses to affect attitudes towards language and culture; and (3) produce teaching materials to be used in the schools. They stress attitudes and acceptance of language variety and cultural differences above all else. The content of this article should be valuable to college methods teachers and administrators interested in developing programs for their nonstandard speaking students.

Gladney, M. R. & Leaverton, L. A model for teaching standard English to nonstandard English speakers. Paper presented at AERA meeting, Chicago, February 1968. Available from ERIC: ED 016 232.

The model described in this article encourages teachers to respect and accept a child's established dialect and at the same time to provide a framework to help the child recognize, learn and hopefully begin to use a standard English. The model uses everyday talk and school talk rather than nonstandard and standard English descriptors. It starts at a point meaningful to the learner, i.e., with an actual statement made by him. It focuses on one pattern at a time and proceeds systematically in accordance with linguistic principles. Within this article there is a discussion of the four striking differences which were found to occur in verb usage.

Hess, K. M. et al. Learning a standard English. In development at CEMREL, Inc., Minneapolis, Minnesota.

This course is designed to prepare teachers to implement a classroom management system for individualizing the teaching of a standard English to nonstandard speakers. The goal of the materials is augmentation--the addition of a second dialect to the student's range of skills--with every respect accorded the dialect the student brings into the classroom. The course includes six units: (1) "Individualization: The Basic Assumption;" (2) "Eliciting Speech Streams;" (3) "Creating an Individualized Usage Curriculum;" (4) "Selecting, Organizing and Banking Curriculum Materials;" (5) "Teaching English as a Second Dialect: Adapting and Creating Curriculum Materials;" and (6) "Classroom Procedures, or What to do Until the Computer Comes."

Imhoof, M. (Ed.) Viewpoints, 1971, 47(2). Special issue: Social and educational insights into teaching standard English to speakers of other dialects. Bloomington, Indiana: Indiana University, 1971.

This bulletin from Indiana University contains the following articles: (1) "Sociolinguistic Strategies for Studying Urban Speech" by Roger Shuy; (2) "Black-White Speech Differences Revisited" by Walt Wolfram; (3) "Attitudes and Beliefs about Spanish and English Among Puerto-Ricans" by J. A. Fishman; (4) "Teacher Attitude and Ghetto Language" by Helen Johnson; (5) "Should Black Children Learn Standard English?" by Ken Johnson; (6) "Aspects of Instructional Design" by Peter Rosenbaum; and (7) "The Preparation of Language Arts Teachers for Ghetto Schools" by Maurice Imhoof. Bibliographies are included in the bulletin. This representative selection from the field of dialect study would be an invaluable reference to any course on dialect and dialect learning.

Johnson, K. R. A comparison of traditional techniques and second language techniques for teaching grammatical structures of standard oral English to tenth grade Negro students who speak a nonstandard dialect. Dissertation Abstracts International, 1969, no. 69-9026.

Johnson describes a study conducted to determine if TESOL techniques were more effective than traditional techniques for teaching specified grammatical features to tenth grade nonstandard speaking Negro students. The experimental program used a "Standard Oral English," developed by the Los Angeles City Schools, which seeks to teach a standard English as an alternative dialect. When these features were statistically compared between a test group and a control group on pre and post measures, the results confirmed the superiority of TESOL techniques over traditional techniques for teaching a number of standard grammatical features.

Johnson, K. Nonstandard Negro dialect-effects on learning. Chicago: Instructional Dynamics Incorporated, 1971. (Series of five tapes)

These tapes illustrate why nonstandard Negro English should be supplemented by a standard English. The tapes show that Negro culture is simply different, not inferior to middle class White culture. Johnson gives a succinct summary of Negro nonstandard phonology and grammar which is enhanced by his ability to shift dialects. The tapes would provide good general background on Black dialects for elementary, secondary and college methods teachers.

Johnson, K. R. Should black children learn standard English? In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

Johnson presents a very convincing argument that Black children must learn a standard English because Black dialect handicaps the children who speak it academically, socially, and vocationally. Teaching a standard English will broaden the range and number of vocational opportunities for Blacks. He cites some reasons for our lack of success in teaching a standard English and then advocates using the bidialectist approach since it recognizes the legitimacy of Black dialect and the phenomenon of interference. Included at the end of the article is a five step summary of the second language approach which includes: (1) Recognizing the difference between standard and nonstandard English, (2) hearing the standard English, (3) discriminating between the two forms, (4) reproducing the target feature, and (5) drilling orally on the feature.

Labov, W. The study of nonstandard English. Urbana: NCTE, 1970. Also in ERIC: ED 024 053.

Labov first discusses the general nature of language and then presents some of the most important findings of sociolinguistics during the past few years. He discusses the role of the school in relation to the nonstandard speakers and concludes that one of the fundamental problems is the cultural conflict symbolized by nonstandard dialects, rather than any lack of logic or structure. The last section of the article focuses on what educators can do in the classroom. The intent of the selection is to make the teacher aware of the language spoken by the nonstandard speaker, to help the teacher observe the language more accurately, and to adapt his own materials and methods to fit the actual problems encountered. A 36 item bibliography is appended.

Labov, W. & Cohen, P. Some suggestions for teaching standard English to speakers of nonstandard dialects. New York: Columbia University, 1967. Also in ERIC: ED 016 948.

Labov and Cohen present information on the phonology and grammar of Negro dialects in a form understandable to English teachers. The authors discuss the most important problem areas in phonology and grammar. All linguistic terminology used in the paper would be understandable to the nonspecialist.

Lin, S. C. Pattern practice in the teaching of English to students with a nonstandard dialect. Report 1965, Bureau of Publications, Teachers College, Columbia University, New York.

Lin reports on the results of an experimental three-year project to teach a standard English to dialect speaking students at Claflin College, South Carolina. The report includes sample lessons, dialogues, interview transcripts, tests, and evaluative charts. Also included in the report are suggestions about pattern practice for TESOD, illustrations of ways to incorporate pattern practice into the classroom activities rather than just introducing meaningless drills. The pattern practices did help students improve control over standard English, but the students were not able to establish firm control in the nine month period. Lin discusses the difficulties encountered in establishing effective programs in second dialect learning as well as the lack of adequate evaluation instruments.

Loban, W. Problems in oral English. NCTE research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

Loban's purpose is to clarify the most crucial language difficulties of speakers of nonstandard dialects to enable teachers to plan an effective, efficient program for teaching a standard English. He discusses and lists several examples of the nonstandard oral usages found in students in grades K-9. Loban suggests speakers of nonstandard dialects may be helped by drill on usage, especially the verb to be. There is no object in drilling all pupils on the same skill, he says they should be drilled only on those features with which they have difficulty.

BEST COPY AVAILABLE

Loman, B. Conversations in a Negro American dialect. Washington, D. C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 013 455.

This text would be most helpful for teachers who are looking for samples of Negro dialect since it contains fourteen conversations with children, transcribed in a modified standard orthography. Some knowledge of phonetics would be helpful to the reader of the text. The samples are free, spontaneous conversations between members of a family and between neighborhood children. A sample tape recording (parts of each conversation) is available.

Malkoc, A. M. & Roberts, A. H. Bi-dialectalism: A special report from ERIC/CAL. English Journal, February 1971, 60, 279-288.

The authors present a selection of documents from ERIC providing up-to-date information on the current views concerning instruction in standard English as well as materials available for the classroom and general reference sources. They conclude that the field is broad and controversial and the issues complex, that linguists aren't in agreement in defining language characteristics, and that linguists and psychologists aren't in agreement on how language is learned or what approach to take with a nonstandard dialect speaker. Several key articles are summarized.

Maxwell, J. et al. Dialects and dialect learning. To be published by NCTE, Urbana.

This is a self-contained in-service course for elementary and secondary teachers, which could also be used with undergraduates in teacher preparation programs. The course includes four programmed instructional units with accompanying tape recordings and evaluation materials. Directed toward teacher understanding of the major nonstandard dialects in America, the course provides information about dialects in general, the phonetics of American English, and features of nonstandard usage which commonly occur in American speech. Specifically, the four units treated are: (1) "About Dialects," (2) "Broad Phonetic Transcription," (3) "Analyzing Nonstandard Dialects," and (4) "Curriculum Decisions."

McDavid, R. I., Jr. Sense and nonsense about American dialects. Publication of the Modern Language Association, May 1966, 7-17.

McDavid refutes many ill-founded ideas about standard and nonstandard speech such as the belief in a "mystical standard devoid of all regional associations" and the belief in "racial dialects." He discusses social dialects to some extent and concludes by making some recommendations to the schools.

McDavid, R. I., Jr. Social dialects and professional responsibility. College English, February 1969, 30(5), 381-385.

McDavid points out that university English departments have neglected the urgent problems of social dialects and suggests that they encourage systematic research in the field.

Michigan State Department of Public Instruction. The disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Department, Lansing. Also in ERIC: ED 013 858.

This bulletin, useful for the classroom teacher, discusses some of the characteristics of the culturally disadvantaged child, identifies some of his chief language difficulties, lists minimum tasks and realistic objectives for teachers of this group, and describes some of the techniques which have been developed and some current practices in Michigan language arts programs. Relevant needed research is also outlined. Recommendations are made to local school systems and to teacher education institutions.

Nonstandard dialect. Urbana: NCTE, 1968. Also in ERIC: ED 021 248.

This monograph could serve as a model for schools wishing to develop their own curriculum in teaching a standard English. The first portion of the monograph cautions teachers not to use the "corrective" approach to language. It then shows that a good program must be based on a careful analysis of the speech patterns which exist in the specific situation. There are two main sections to the monograph. The first deals with the most common problems identified in the speech of the nonstandard speaker. The second section presents a program of instruction, outlines a sequence of activities which might be used including contrastive studies, and suggestions for working with tapes, dialogues, drills and games.

Ott, E. The bilingual education program of the Southwest Educational Development Laboratory. Florida FL Reporter, 1969, 7(1), 147-148, & 159.

Ott describes a program which has as its goal the command of standard usage, focusing on the Spanish-American speaker. The program objectives and the plans of the program are outlined. Several of the objectives, as well as portions of the plan of the program, would be easily adaptable to other schools which have Mexican-American students.

Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), Language and poverty - perspectives on a theme. Chicago: Markham, 1970.

Plumer presents a well-organized, concise, comprehensive review of the literature on language problems of the disadvantaged. He deals with several aspects of the problem including learning to read, general language development, and social status. Although no research is given to support the assumption, he presents historical evidence

BEST COPY AVAILABLE

that achieving the standard dialect is at least an important milestone in an individual's general social progress and that nonstandard dialects have the effect of limiting or confining those who use them. Plumer also notes that researchers and theorists alike agree on the need for rich and varied language experience as an essential condition for successful reading. A bibliography is included.

Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, California.

This report is divided into five sections, each having relevance for the classroom teacher and for the college methods teacher. The first section describes the role of the native dialect and calls for an augmentation approach rather than an attempt at eradication. The second section presents a definition of standard English. The third section outlines special considerations concerning the pupil--both in motivation and in aptitude. The fourth section discusses teaching methodology stressing the audio-lingual approach and its chief pedagogical instruments. The fifth section deals with teacher training and the necessity of the teacher to have knowledge of the structural differences between the target language and the native language of the pupil. A bibliography is included.

Psycholinguistic oral language program: A bi-dialectal approach. Board of Education, City of Chicago, 1968.

This program employs the concept of "everyday talk" and "school talk." This concept helps the children to distinguish between their familiar oral language patterns and those of the standard dialect without designating one as inferior or superior. By utilizing these terms the teacher is at no time required to tell the children they are "talking wrong" and thus run the risk of causing them to develop negative feelings toward the speech patterns of their family and community. On the contrary, the program encourages the teacher to accept and respect the children's established dialect and at the same time provides a framework through which the children systematically and gradually learn to use standard English in their oral language activities.

Salisbury, L. Role playing: Rehearsal for language change. TESOL Quarterly, December 1970, 4(4), 331-336.

Salisbury presents convincing arguments for teaching a standard English since for at least the next generation large segments of minority citizens will remain in a socially and economically disadvantaged status, penalized because their life styles and languages differ from the establishment norm. Teachers of English as a Second Language and Teachers of English as a Second Dialect should seek to broaden the linguistic versatility of their students, giving them greater social acceptance and mobility, a broader range of options, and greater ability to compete on an equal footing with other members of the mainstream society. He then goes on to show how role playing can be used to provide a link between the classroom drill and the real life situation.

Saville, M. R. Interference phenomena in language teaching: Their nature, extent, and significance in the acquisition of standard English. Elementary English, March 1971, 48, 396-405.

The emphasis in the article is on the interaction of language and its social context. Saville discusses several types of interference: Linguistic, psychological, cultural, and educational. Under educational interference Saville includes unsuitable instructional materials, bad teaching methods, educational segregation of minority groups, and negative attitudes held by teachers. A comprehensive bibliography is included at the end of the article.

Saville, M. R. & Troike, R. C. A handbook of bilingual education. Washington, D. C.: Georgetown University, 1970. Also in ERIC: ED 035 877.

This handbook is intended for use by teachers and administrators involved in bilingual education. The first chapter contains historical background on bilingualism and discussion of some of the controversies which exist in the field. The second chapter discusses the linguistic, psychological, social, and cultural factors which must be considered in bilingual education. The third chapter includes a brief contrastive description on English and Spanish and Navaho phonology and illustrates some common teaching problems which result from the differences. The fifth chapter offers some practical teaching suggestions based on the principles of bilingualism. The last chapter discusses evaluation.

Shuy, R. W. Bonnie and Clyde tactics in English teaching. Florida FL Reporter, 1969, 7(1), 81-83, & 160-161.

An analogy is drawn between Bonnie and Clyde and those who want to eradicate nonstandard dialect. Shuy presents three currently popular approaches to the problem of nonstandard English (1) eradication (2) biloquialism--which he suggests is a more neutral term than bidialectal, and (3) teaching nonstandard to standard speakers. He presents social and intellectual goals which can be achieved by learning a standard English. In discussing materials currently being used to teach a standard English, Shuy voices concern that the majority of the materials rest on the uneasy assumption that TESOL methods will work with speakers of nonstandard dialects, and that most current materials deal with pronunciation while the evidence seems to point out that the grammatical features are the most important. Shuy then gives five questions he feels all English teachers should answer as they attempt to teach a standard English to nonstandard speakers.

Shuy, R. W. Discovering American dialects. Urbana: NCTE, 1967. Also in ERIC: ED 017 507.

This book is easily understandable by teachers and students alike. Shuy provides a thorough discussion of dialectology including what a dialect is, how regional and social dialects differ in grammar, lexicon and pronunciation, how these dialect differences came to be. He also discusses current American dialects, the influence of foreign languages on American dialects and the use of dialects in literature. Especially helpful is Chapter Six which lists field research projects for teachers to conduct with their classes as well as word lists, interview forms, dialect maps, and illustration of speech sounds. The book also contains a lengthy bibliography.

Shuy, R. W., Wolfram, W. A. & Riley, W. D. Field techniques in an urban language study. Washington, D. C.: Center for Applied Linguistics, 1968. Also in ERIC: ED 022 156.

The authors describe the methodology used by the Detroit dialect study staff in their survey of Detroit speech in 1966-67. They attempt to provide a practical basis for large scale urban language study. To do so, the authors first present general principles of fieldwork, including details from their work which they feel would be useful in similar projects. The main chapters deal with general aims, sampling procedures and research design, fieldwork design, fieldworker orientation, the questionnaire, the actual fieldwork, and fieldwork evaluation.

Sledd, J. Bidialectalism: The linguistics of white supremacy. English Journal, 1969, 58(9), 1307-1315.

In this frequently quoted article, Sledd attacks bidialectalism, offering arguments as to why teaching nonstandard speakers a standard English is immoral and racist and should not be tolerated even if it could succeed. He gives several reasons why teaching standard English is doomed to failure and how teacher's time might be better spent.

Stockwell, [illegible]. P. & Bowen, D. J. The sounds of English and Spanish. In C. A. Ferguson (Ed.), Contrastive structure series. Chicago: University of Chicago Press, 1965.

This study, done by the Center for Applied Linguistics, is of value to teachers of English to Mexican-American students. It is not a methods book, but rather a book about the problems of interference resulting from structural differences between the native language of the student and English.

Stockwell, R. P., Bowen, J. D. & Martin, J. W. The grammatical structures of English and Spanish. Chicago: University of Chicago Press, 1965.

This text presents an analysis of the structural differences between English and Spanish. The focus is on the nature of the conflicts between the structure of a language which has already been learned (English) and the structure of one which is still to be learned (Spanish). Included in the text are chapters on (1) introduction to grammatical analysis, (2) basic sentence patterns, (3) word classes and morphological characteristics, (4) the noun phrase and its constituents, (5) verb forms, (6) the auxiliary constituents of the verb phrase, (7) other constituents of the verb phrase, (8) simple sentence transformations, (9) complex and compound sentence transformations, (10) lexical differences, and (11) hierarchy of difficulty. The appendix contains a section on pedagogy as well as references, abbreviations, and symbols.

Wolfram, W. An appraisal of ERIC documents on the manner and extent of nonstandard dialect divergence. Available from ERIC: ED 034 991.

Wolfram examines and evaluates eleven ERIC documents dealing with the deficiency theory and the difference theory. He illustrates how the deficit model violates some of the basic assumptions about language held to be true by linguists. The articles examined were by Deutsch, John, Osser, Cazden, Baratz, Baratz and Povich, and Skinner. A bibliography is included.

Wolfram, W. A. Sociolinguistic premises and the nature of nonstandard dialects. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 033 370.

Wolfram deals with the attitudinal problems associated with nonstandard dialects. He discusses some of the basic premises of sociolinguistics and shows how many currently held views about nonstandard dialects violate these basic premises. He also points out that a knowledge of the systematic differences between the various nonstandard dialects and standard English can serve as a basis for effectively teaching a standard English to speakers of these nonstandard dialects.

Yonemura, M. Developing language programs for young disadvantaged children. New York: Teachers College Press, 1969.

This book is the result of two years of research at Abbott House, an institution for dependent New York City children, many of whom speak Harlem English. The oral language program presented in the book would also be applicable to pidgin English, creole English, nonstandard forms of Appalachian English, and other varieties of nonstandard dialect used throughout the United States. The introductory sections of the book stress the importance of attitudes toward language variety and the additive approach to learning a standard English. A variety of exercises and activities are suggested to meet the needs of these young nonstandard speaking children. These activities were carried out in a program that also emphasized children's social, affective, and aesthetic development.

BIBLIOGRAPHY: DIALECTS AND DIALECT LEARNING

Aarons, A. C. (Ed.) *Florida FL Reporter*, 1969, *7*(1). Special anthology issue, linguistic-cultural differences and American education.

Aarons, A. C. (Ed.) *Florida FL Reporter*, *8*(1 & 2).

Aarons, A. C., Gordon, B. Y., & Stewart, W. A.(Eds.) Linguistic-cultural differences and American education. *Florida FL Reporter*, 1969, *7*(1), (Special anthology issue).

Abrahams, R. D. The advantages of black English. *Florida FL Reporter*, 1970, Spring/Fall, 27-30, & 51.

Abrahams, R. D. Black talk and black education. *Florida FL Reporter*, 1969, *7*(1), 10-12.

Abrahams, R. D. The white community and black culture. Paper presented at the workshop on Issues of Community and Research Group Relationships of the National Institute of Child Health and Human Development, New Orleans, March 1970.

Adkins, D. C. et al. Preliminary evaluation of a language curriculum for preschool children. Final report no. OEO-4219, 1967, Educational Research and Development Center, Hawaii University, Honolulu. Also in ERIC: ED 021 618.

Alatis, J. E. (Ed.) *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

Allen, H. B. The basic ingredient. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D.C.: Georgetown University Press, 1970.

Allen, H. B. Expanding frontiers in dialect study. Paper presented at the annual convention of NCTE, Honolulu, 1967. Also in ERIC: ED 021 837.

Allen, H. B. The linguistic atlases: Our new resource. In H. B. Allen (Ed.) *Readings in applied linguistics*. New York: Appleton, Century, Crofts, 1964, 212-219.

Allen, H. B. The primary dialect areas of the Upper Midwest. In A. H. Marckwardt, (Ed.), *Studies in languages and linguistics in honor of Charles C. Fries, 1964*. (Reprinted by permission of the English Language Institute of the University of Michigan.)

Allen, H. B. *The survey of the teaching of English to non-English speakers in the United States*. Urbana: NCTE, 1966.

Allen, H. B. You and your dialect. In R. F. Spencer (Ed.), *Many sided language*. Minneapolis: University of Minnesota, 1964.

Compiled by Karen M. Hess

© CEMREL, Inc., Minneapolis, Minnesota

Allen, H. B. What English teachers should know about their language. Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C.

Allen, H. B. et al. Position papers from language education for the disadvantaged. Report no. 3, June 1968, American Association of Colleges for Teacher Education; NDEA Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C. Also in ERIC: ED 036 563.

Allen, H. B., & Kegler, S. B. Language revolution in the schools. In R. F. Spencer (Ed.), *Many sided language*. Minneapolis: University of Minnesota, 1964.

Allen, H. B. & Underwood, G. Bibliography. In H. B. Allen & G. Underwood (Eds.), *Readings in American dialectology*. New York: Appleton, Century, Crofts, 1971.

Allen, H. B., & Underwood, G. N. (Eds.). *Readings in American dialectology*. New York: Appleton, Century, Crofts, 1971.

Allen, J. Ranger Rick, the linguist, or conservational grammar for the disadvantaged child. Paper presented at the annual convention of NCTE, Atlanta, 1970.

Allen, R. L. et al. *English sounds and their spellings; a handbook for teachers and students*. Crowell contemporary English series. New York: Thomas Y. Crowell, 1966. Also in ERIC: ED 022 168.

Allen, V. F. Preparing teachers to teach across dialects. *TESOL Quarterly*, 1969, *3*(3), 251-256.

Allen, V. F. A second dialect is not a foreign language. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

Allen, V. F. Teaching standard English as a second dialect. *Florida FL Reporter*, 1969, *7*(1), 123-129, & 164.

Alsworth, P. L. An investigation of the contribution of machine-based instruction to performance of preschool disadvantaged children in certain language skills. Doctoral dissertation, State University of New York, Buffalo. Ann Arbor, Michigan: University Microfilms, 1970, no. 70-22,098. Also in ERIC: ED 050 098.

American Institutes for Research in the Behavioral Sciences. Communication skills center project; Detroit, Michigan. *It works.* Washington, D. C.: U. S. Government Printing Office, 1969. Also in ERIC: ED 028 894.

American Institutes for Research in the Behavioral Sciences. Elementary reading centers; Milwaukee, Wisconsin. *It works*. Washington, D.C.: U. S. Government Printing Office, 1969. Also in ERIC: ED 028 895.

Americans speaking. Urbana: NCTE. (Record).

American speech dialects. National Center for Audio Tapes, University of Colorado, Boulder. (Tape).

Anderson, E. A. A grammatical overview of Baltimore non-standard Negro English. Report no. 66, May 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University.

Anderson, L. A. Reading in Appalachia. *The Reading Teacher*, January, 1967, 303-306, 312.

Anderson, M. D. Bilingual education in Nevada. Paper presented at the annual conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, 1967. Also in ERIC: ED 017 387.

Anderson, W. L. Structural linguistics: Some implications and applications. *English Journal*, October, 1957, 410-418.

Andersson, T. Bilingual elementary schooling: A report to Texas educators. *Florida FL Reporter*, 1969, *7*(1), 37-40.

Andersson, T. What is an ideal English-Spanish bilingual program? *Florida FL Reporter*, 1969, *7*(1), 40, 168.

Andersson, T., & Boyer, M. Bilingual schooling in the United States, vol. 1-2. Southwest Educational Development Laboratory, Austin, Texas.

Anisfeld, M. The child's knowledge of English pluralization rules. Available from ERIC: ED 019 635.

Anisfeld, M. Language and cognition in the young child. Report no. BR-5-0602, May 1965, Wayne State University, Detroit. Also in ERIC: ED 019 636.

Anshen, F. A sociolinguistic analysis of a sound change. *Language Sciences*, February, 1970, 20-21.

Anthony, A. & Grose, L. M. Pattern practice for students using a non-standard dialect. In W. A. Stewart, *Research in progress: Social dialects of English*, report no. 3. Washington, D.C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

Applegate, J. R. Urban speech analysis. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

Arahill, E. J. The effect of differing dialects upon the comprehension and attitude of eighth grade children. *Dissertation Abstracts International*, 1971, *31*, 6030A.

Arapoff, N. Discover and transform: A method of teaching writing to foreign students. *TESOL Quarterly*, 1969, *3*(3), 297-304.

Arnold, R. D. 1965-66 (Year two) findings, San Antonion language research project. Austin: University of Texas, 1968.

Arnold, R. D. & Taylor, T. H. Mexican-Americans and language learning. *Childhood Education*, 1969, *46*, 149-154.

Arnold, R. D. & Wist, A. H. Auditory discrimination abilities of disadvantaged Anglo and Mexican-American children. *Elementary School Journal*, 1970, *70*, 295-299.

Ashley, A. Using dialects USA in high school classes. *English Journal*, 1964, *53*(4), 256-265.

Ashley, R. M. *Successful techniques for teaching elementary language arts*. New York: Parker Publishing, 1970.

Athey, I. Theories of language development and their relation to reading. Paper presented at the National Reading Conference, St. Petersburg, Florida, 1970. Also in ERIC: ED 049 886.

Atlanta model. A program for improving basic skills. Communication skills labs, Atlanta Public Schools, Georgia, January 1967.

Atwood, E. B. The methods of American dialectology. In H. B. Allen (Ed.), *Readings in American dialectology*. New York: Appleton, Century, Crofts, 1971.

Atwood, E. B. *A survey of verb forms in the Eastern United States.* Ann Arbor, Michigan: University of Michigan Press, 1953.

Austin, W. M. Some social aspects of paralanguage. *Canadian Journal of Linguistics*, 1965, *11*, 31-39.

Austin, W. M. et al. Annotated bibliography (several bibliographies). In A. L. Davis, *American dialects for English teachers*. Urbana: ISCPET, May, 1969.

Ausubel, D. P. How reversible are the cognitive and motivational effects of cultural deprivation? Implications for teaching the culturally deprived child. *Urban Education*, 1964, 1, 16-38.

BEST COPY AVAILABLE

Bach, E. "Have" and "be" in English syntax. Language, 1967, 43, 462-485.

Baehr, T. J. Toward the quantitative analysis of 'deviant' articulation. Report no. R-35, July 1967, Michigan University, Ann Arbor. Also in ERIC: ED 022 173.

Bailey, B. L. Language and communicative styles of Afro-American children in the United States. Florida FL Reporter, 1969, 7(1), 46-47, & 153.

Bailey, B. L. Language and learning styles of minority group children in the United States. Paper presented at the AERA Annual Convention, 1968. Also in ERIC: ED 034 806.

Bailey, B. L. Linguistics: Nonstandard language patterns. NCTE paper. Urbana: NCTE.

Bailey, B. L. Response to speeches of Dr. Goodman and Miss McNeil. Paper presented at NCTE convention, Washington, D. C., 1969.

Bailey, B. L. Social dialects and the teaching of English. In English for the junior high years. Urbana: NCTE, 1969, 79-92.

Bailey, B. L. Some arguments against the use of dialect readers in the teaching of initial reading. Florida FL Reporter, 1970, 8(1&2), 8 & 47.

Bailey, B. L. Some aspects of linguistics on language teaching in disadvantaged communities. Elementary English, 1968, 45, 570-579. Also in ERIC: ED 023 073.

Bailey, B. L. Toward a new perspective in Negro English dialectology. American Speech, 1965, 40, 171-177.

Bailey, C. J. N. Is there a midland dialect of American English? Slightly augmented version of paper presented at Linguistic Society of America summer meeting, 1968. Also in ERIC: ED 021 240.

Baird, S. J. Employment interview speech: A social dialect study in Austin, Texas. Dissertation Abstracts International, 1969, 30, 1543A.

Baldwin, T. L. et al. Children's communication accuracy related to race and socioeconomic status. Report February 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University, Baltimore. Also in ERIC: ED 036 532.

Baldwin, T. & Garvey, C. Children's communication skills observed in three problem-solving tasks. Paper submitted for presentation at the AERA convention, 1971.

Baldwin, T., McFarlane, P., & Garvey, C. Children's communication accuracy related to race and socio-economic status. Report no. 62, February 1970, Center for the Study of Social Organization of Schools, Johns Hopkins, Baltimore.

Banmaman, V. Generating oral language skills for young nonstandard English speakers. Paper presented at NCTE convention, Atlanta, 1970.

Baratz, J. C. Acquisition of the plural in middle class and head start preschoolers. Washington, D. C.: Center for Applied Linguistics, 1966.

Baratz, J. C. Beginning readers for speakers of divergent dialects. Paper presented at the International Reading Association conference, Kansas City, April 1969. Also in ERIC: ED 034 664.

Baratz, J. C. A bi-dialectal test for determining language proficiency. Available from ERIC: ED 020 519.

Baratz, J. C. A bi-dialectal task for determining language proficiency in economically disadvantaged Negro children. *Child Development*, 1969, *40*(3).

Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), *Teaching standard English in the inner city*. Washington, D. C.: Center for Applied Linguistics, 1970.

Baratz, J. C. Expressive and receptive control of plural inflectional endings in middle class and culturally deprived pre-school children. Paper presented at the American Speech and Hearing Association convention, Washington, D. C.

Baratz, J. C. Language and cognitive assessment of Negro children - assumptions and research needs. *American Speech and Hearing Association*, March 1969, *2*(8). Also in ERIC: ED 022 157.

Baratz, J. C. Language in the economically disadvantaged child: A perspective. *ASHA*, 1968, *10*, 143-145.

Baratz, J. C. The language of the ghetto child. *Center Magazine*, 1969, *2*(1), 32-33.

Baratz, J. C. The language teacher and the disadvantaged: Testing and the Negro speaker of nonstandard English. Paper presented at the Southern conference on language teaching, Atlanta, February, 1969.

Baratz, J. C. Letters to the editors, reply to Dr. Raph's article on speech and language deficits in culturally disadvantaged children. *Journal of Speech and Hearing Disorders*, 1968, *33*, 299-300.

Baratz, J. C. Linguistic and cultural factors in teaching reading to ghetto children. *Elementary English*, 1969, *46*, 199-203.

Baratz, J. C. Teaching reading in an urban Negro school system. In J. Baratz and R. Shuy (Eds.) *Teaching black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969.

Baratz, J. C. Who should do what to whom ... and why? *Florida FL Reporter*, 1969, *7*(1), 75-77, & 158-159.

BEST COPY AVAILABLE

Baratz, J. C. & Baratz, S. S. The social pathology model: Historical bases for psychology's denial of the existence of Negro culture. Paper presented at the annual meeting of the American Psychological Association, Washington, D. C., 1969. Also in ERIC: ED 035 678.

Baratz, J. C. & Povich, E. A. A discussion of the language studies of the economically disadvantaged child. Washington, D. C.: Center for Applied Linguistics, 1967.

Baratz, J. C. & Povich, E. A. Grammatical constructions in the language of the Negro pre-school child. American Speech and Hearing Association Paper, 1967. Also in ERIC: ED 020 518.

Baratz, J. C. & Shuy, R. W. Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

Baratz, S. S. & Baratz, J. C. Early childhood intervention: The social science base of institutional racism. Harvard Educational Review, February, 1970.

Baratz, S. & Baratz, J. C. Negro ghetto children and urban education: A cultural solution. Florida FL Reporter, 1969, 7(1), 13-14, & 151.

Barritt, L. S. The auditory memory of children from different socio-economic backgrounds. Report no. BR-6-1784, September 1968, University of Michigan, Ann Arbor. Also in ERIC: ED 027 092.

Barritt, L. S. A comparison of the auditory memory performance of Negro and white children from different socio-economic backgrounds. Report no. BR-6-1784, February 1969, University of Michigan, Ann Arbor. Also in ERIC: ED 029 350.

Barritt, L. S. et al. A comparison of the psycholinguistic functioning of "educationally deprived" and "educationally advantaged" children. Report 1965, University of Michigan, Ann Arbor. Also in ERIC: ED 022 537.

Barritt, L. S. et al. The changes in psycholinguistic functioning of children after one year in an "integrated" school. Report no. BR-6-1784-1, September 1967, University of Michigan, Ann Arbor. Also in ERIC: ED 015 217.

Barritt, L. S., Semmel, M. I. & Weener, P. Immediate memory span of children from "advantaged" and "disadvantaged" backgrounds. Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor.

Barrows, M. W. Good English through practice. New York: Henry Holt, 1956.

Basic issues in the teaching of English. Urbana: NCTE, 1959. Also in ERIC: ED 016 640.

Bateman, D. R. & Zidonis, F. J. The effect of a study of transformational grammar on the writing of ninth and tenth graders. Research report no. 6, 1966, NCTE, Urbana.

Behavioral objectives for English as a second language (developmental copy). August 1969, Four county committee on behavioral objectives, California. Also in ERIC: ED 035 874.

Belasco, S. Make your language 'live' a plea for the seventies. Florida FL Reporter, 1970, 8(1 & 2), 34-36, & 49.

Bellugi-Klima, U. Evaluating the child's language competence. Available from ERIC: ED 019 141.

Benjamin, R. C. A bilingual oral language and conceptual development program for Spanish-speaking pre-school children. Paper presented at third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 087.

Bennik, Schwarz, Silberman. Linguistics and tutorial modeling for natural language. Report December 1968, CAI, Systems Development Corporation.

Bereiter, C. An academically-oriented pre-school for disadvantaged children: Results from the initial experimental group. Report, University of Illinois, Urbana.

Bereiter, C. Academic instruction and preschool children. In R. Corbin & M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

Bereiter, C. & Engelmann, S. Language learning activities for the disadvantaged child. New York: Anti-defamation League of B'nai B'rith. Also in ERIC: ED 020 002.

Bereiter, C. & Engelmann, S. Teaching disadvantaged children in preschool. Englewood Cliffs: Prentice-Hall, 1967.

Berg, P. C. Language barriers of the culturally different. Paper presented at the 12th annual meeting of the College Reading Association, Boston, March 1969. Also in ERIC: ED 029 767.

Bernal, J. J. I am Mexican-American. Florida FL Reporter, 1969, 7(1), 32, 154.

Bernstein, B. Elaborated and restricted codes: Their social origins and some consequences. American Anthropologist, 1964, 66(6), 55-59.

Bernstein, B. Social class, linguistic codes and grammatical elements. Language and Speech, 1962, 5, 221-240.

Bernstein, B. Social structure, language and learning. In A. H. Passow, M. Goldberg & A. J. Tannenbaum (Eds.), Education of the disadvantaged. New York: Holt, Rinehart and Winston, 1967.

Bernstein, B. A socio-linguistic approach to social learning. In J. Gould (Ed.), Penguin survey of the social sciences. Baltimore: Penguin Books, 1965.

Bertsch, R. E. Linguistic birds and sentence structure. English Journal, January 1962, 46-49.

Bever, T. G. et al. Linguistic capacity of very young children. Available from ERIC: ED 018 796.

Bibliography of American English dialects: Their nature and social consequences. Washington, D. C.: Center for Applied Linguistics, 1969.

Bibliography. Some recent information sources in modern language teaching. Audiovisual Language Journal, 1970, 8(1), 41-45. Also in ERIC: ED 021 671.

Bilingualism and the bilingual child-a symposium. National Federation of Modern Language Teachers Assn., University of Texas, Austin. Also in ERIC: ED 019 909.

Billiard, C.E. Dialect features affecting the social mobility and economic opportunities of the disadvantaged in Ft. Wayne, Indiana. Dissertation Abstracts International, 1970, 30, 4962A.

Bills, G. D. Preliminary linguistic analysis for the WACO area dialect project of the Texas Education Agency. Unpublished manuscript, Texas Education Agency, 1969.

Black, J. W. & Ausherman, M. The vocabulary of college students. Columbus: Bureau of Educational Research, 1955, 26-28.

Blaine, R. English comes alive. American Education, 1970, 6(5), 26-28.

Blanco, G. Texas report on education for bilingual students. Paper presented at the annual conference of the Southwest Council of Foreign Language Teachers, El Paso, November 1967. Also in ERIC: ED 017 388.

Blank, M. Cognitive gains in 'deprived' children through individual teaching of language for abstract thinking. Available from ERIC: ED 019 346.

Blom, J. P. & Gumperz, J. J. Some social determinants of verbal behavior. Working paper no. 1., 1968, Language Behavior Research Laboratory, University of California, Berkeley. Also in ERIC: ED 019 657.

Blount, N. S. Summary of investigations relating to the English language arts in secondary education: 1965. English Journal, 1966, 55(5), 581-608.

Blount, N. S. Summary of investigations relating to the English language arts in secondary education: 1966. English Journal, 1967, 56(5), 681-696.

Blount, N. S. Summary of investigations relating to the English language arts in secondary education: 1967. English Journal, 1968, 57(5), 710-724.

Bolinger, D. Aspects of language. New York: Harcourt, Brace and World, 1968. Also in ERIC: ED 023 656.

Bordie, J. G. Cultural sensitivity training for the teacher of Spanish speaking children. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 028 418.

Bordie, J. C. Language tests and linguistically different learners: The sad state of the art. Elementary English, 1970, 48(6), 814-828.

Bordie, J. C. When should instruction in a second language or dialect begin? Elementary English, 1971, 48(5), 551-558.

Bostain, J. C. The dream world of English grammar. NEA Journal, September 1966, 20.

Bouchard, E. L. Psycholinguistic attitude study. Included in Studies in language and language behavior, Progress report no. 8, February 1969, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor. Also in ERIC: ED 028 436.

Bougere, M. Selected factors in oral language related to first-grade reading achievement. Reading Research Quarterly, Fall 1969, 31-58.

Brengelman, F. H. Dialect and the teaching of spelling. Research in the Teaching of English, 1970, 4, 129-138.

Briere, E. J. Testing ESL skills among American Indian children. In J. E. Alatis (Ed.) Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University, 1970.

Bright, W. Introduction: The dimensions of sociolinguistics. In W. Bright (Ed.), Sociolinguistics, The Hague: Mouton, 1966, 11-15.

Bright, W. Language, social stratification and cognitive orientation. In S. Lieberson (Ed.), Explorations in sociolinguistics. International Journal of American Linguistics, October 1967, 313-318.

Bright, W. (Ed.) Sociolinguistics: Proceedings of the UCLA sociolinguistics conference, 1964. The Hague: Mouton, 1966.

Bright, W. & Ramanujan, A. K. Socio-linguistic variation and language change. In H. G. Lunt (Ed.), Proceedings of the Ninth International Congress of Linguists, Cambridge, Massachusetts, August 27-31, 1962. The Hague: Mouton, 1964, 1107-1113.

Bromwich, R. M. Developing the language of young disadvantaged children. Report 1967, Elementary, Kindergarten and Nursery Education, Washington, D. C. Also in ERIC: ED 032 373.

Brooks, C. E. Motivating students for second language and second dialect learning. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 091.

Brooks, C. K. Some approaches to teaching standard English as a second language. Elementary English, November 1964, 728-733.

Brooks, N. Teaching culture in the foreign language classroom. Florida FL Reporter, 1969, 7(1), 20-29, & 154.

Brown, M. C. Beyond language content. Paper presented at the NCTE convention, Washington, D. C. 1969.

Broz, J. J., Jr. Trends and implications of current research in dialectology. Available from ERIC: ED 010 690.

Broz, J. J., Jr. & Hayes, A. S. Linguistics and reading: A selective annotated bibliography for teachers of reading. Washington, D. C.: Center for Applied Linguistics, 1966.

Bryden, J. D. An acoustic and social dialect analysis of perceptual variables in listener identification and rating of Negro speakers. Final report, July 1968, Department of Speech and Pathology and Audiology, Virginia University, Charlottesville. Also in ERIC: ED 022 186.

Buck, J. F. The effects of Negro and white dialectal variations upon attitudes of college students. Speech Monographs, 1968, 2, 181-186.

Buckholdt, D. R. & Ferritor, D. E. Language learning activity packages: Pilot test, 1969-1970. St. Ann, Missouri: Central Midwestern Regional Educational Laboratory, 1970.

Buiten, R. & Lane, H. A self-instructional device for conditioning accurate prosody. Paper presented at the International Congress of Applied Psychology, August 1964. International Review of Applied Linguistics, 1965, 3(3), 205-219. Also in ERIC: ED 038 896.

Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-Mckinley County Schools, 1967. Also in ERIC: ED 024 519.

Burks, A. & Guilford, P. D. Wakulla county oral language project. Elementary English, May 1969, 46(5), 606-611.

Burling, R. Standard colloquial and standard written English: Some implications for teaching literacy to nonstandard speakers. Florida FL Reporter, 1970, 8(1 & 2), 9-15, & 47.

Bush, C. N. Some acoustic parameters of speech and their relationships to the perception of dialect differences. TESOL Quarterly, 1967, 1(3), 20-30.

Butts, D. P. Content and teachers in oral language acquisition--means or ends? Elementary English 1971, 48, 290-297.

Byers, J. Using poetry to help educationally deprived children learn inductively. In E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

Byrne, M. C. Head start evaluation and research center, University of Kansas. Report no.3, Effects of a language program on children in a head start nursery, November 1967, Department of Human Development, University of Kansas, Lawrence. Also in ERIC: ED 021 636.

Capell, A. Studies in sociolinguistics. Hague: Mouton, 1966.

Card, W. & McDavid, V. G. Problem areas in grammar. In A. L. Davis (Ed.), American dialects for English teachers. Chicago: Center for American English, Illinois Institute of Technology, May 1969.

Carlson, P. & Anisfeld, M. Some observations on the linguistic competence of a two-year old child. Child Development, 1969, 40, 569-575.

Carr, E. B. Teaching the TH sounds of English. TESOL Quarterly, 1967, 1(1), 7-14.

Carroll, D. A study of high school textbook treatment of certain items in grammar and usage. Unpubished Doctoral dissertation, 1963, University of Nebraska Teachers College.

Carroll, J. B. Contrastive analysis and interference theory. In Report of the 19th annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 022 159.

Carroll, J. B. The study of language, a survey of linguistics and related disciplines in America. Cambridge: Harvard University Press, 1953. Also in ERIC: ED 015 703.

Carroll, W. S. & Feigenbaum, I. Oral language teaching materials. Washington, D. C.: Center for Applied Linguistics, 1966-1967.

Carroll, W. S. & Feigenbaum, I. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, September 1967, 31-39. Also in ERIC: ED 015 479.

Carter, J. L. Follow-up study of the effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report, October 1969, University of Houston, Texas. Also in ERIC: ED 035 714.

Carter, J. L. The long range effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report no. BR-6-8390, May 1967, University of Houston, Texas. Also in ERIC: ED 013 276.

Carter, T. P. Cultural content for linguistically different learners. Elementary English, 1971, 48(2), 162-175.

Carton, A. S. Basic speech improvement program for disadvantaged pupils in non-public schools--regular day schools. New York: Center for Urban Education, August 1966. Also in ERIC: ED 011 024.

Caselli, R. Keys to standard English. Elementary School Journal, 1970, 71(2), 86-89.

Cassidy, F. G. American regionalisms in the classroom. English Journal, 1968, 57(3), 375-379.

Cassidy, F. G. Teaching standard English to speakers of Creole in Jamaica, West Indies. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University, 1970.

Catford, J. C. Contrastive analysis and language teaching. In *Report of the 19th annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 022 160.

Cazden, C. B. Differences in child language: An interdisciplinary view. *Merrill-Palmer Quarterly*, 1966, *12*, 185-221.

Cazden, C. B. The neglected situation: A source of social class differences in language use. *Journal of Social Issues*, in press.

Cazden, C. B. On individual differences in language competence and performance. Report 1967, Harvard R. & D. Center on Educational Differences, Cambridge.

Cazden, C. B. Some implications of research on language development for preschool education. Report no. BR-5-0215-29, February 1966, Social Science Research Council Conference on Preschool Education, Chicago. Also in ERIC: ED 011 329.

Cazden, C. B. Studies of early language acquisition. *Childhood Education*, 1969, *46*, 127-131.

Cazden, C. B. Subcultural differences in child language. *Merrill-Palmer Quarterly*, 1966, *12*, 185-189.

Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Report 1966, Harvard Research and Development Center on Educational Differences, Cambridge, Massachusetts. Also in ERIC: ED 011 325.

Cazden, C. B., Hymes, D. & John, V. (Eds.) The function of language in the classroom. New York: Teachers College Press, (in press).

Chall, J. Research in linguistics and reading instruction: Implications for further research and practice. Paper presented at International Reading Association conference, Boston, April 1968. Also in ERIC: ED 028 904.

Chandler, B. J. & Erickson, F. D. Sounds of society, a demonstration program in group inquiry. Final report no. BR-6-2044, January 1968, Northwestern University, Evanston, Illinois. Also in ERIC: ED 018 522.

Chandler, W. J. An approach to teaching English dialects. Report 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 145.

Chandler, W. J. et al. An approach to teaching English usage. Report no. Pub-No-431, 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 146.

Channon, G. Bulljive - language teaching in a Harlem school. *Urban Review*, 1968, *2*(4), 5-12.

Chase, R. A. Evolutionary aspects of language development and function. In *Genesis of language.* Cambridge: MIT Press, 1966, 253-269.

Cherry, E. Children's comprehension of teacher and peer speech. Child Development, 1965, 36, 467-480.

Cheyney, A. B. Teaching culturally disadvantaged in the elementary school. Columbus, Ohio: Charles E. Merrill, 1967. Also in ERIC: ED 022 598.

Chomsky, C. The acquisition of syntax in children from 5 to 10. Cambridge: MIT Press, 1969.

Chomsky, N. The current scene in linguistics: present directions. In English language and the school program. Urbana: NCTE, 1966, 73-86.

Clark, D., Wolf, A., Halfond, M., Goehl, H., Ecroyd, D., & Labov, W. The dialect remediation project of Temple University. In W. A. Stewart, Research in progress: Social dialects of English. Report no. 3, Washington, D.C., Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

Classic statement of teacher preparation in English. English Journal, 1968, 57(4), 537-550.

Cline, V. B. Person perception from the standpoint of an empiricist. Paper presented at the American Psychological Association convention, San Francisco, September 1968.

Cockrell, W. & Johnson, K. R. Standard oral English, tenth grade: Instructional guide C. Report no. LACS-Pub-ESEA-3-4, 1967, Los Angeles City Schools, Division of Secondary Education, California. Also in ERIC: ED 027 351.

Cohen, P. Some methods in sociolinguistic research. Paper presented at the Research Planning Conference on Language Development in Disadvantaged Children, Yeshiva University, New York, June 1966.

Cohen, P. et al. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Two volumes. Office of Education Cooperative Research Report no. 3288, 1969, Columbia University, New York. Also in ERIC: ED 028 423 and ED 028 424.

Cohen, P. & Labov, W. Systematic relations of standard and non-standard rules in grammars of Negro speakers. In Project Literacy Reports no. 8, 1967, Cornell University, Ithaca, New York, 66-84.

Cohen, P. S., Labov, W., & Robins, C. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City--an outline of research results. Project Literacy Reports no. 7, September 1966, Cornell University, Ithaca, New York, 13-17.

Cohen, R. Language of the hard core poor: Implications for culture conflict. Sociological Quarterly, 1968, 9, 19-28.

Cohen, R. et al. Implications for 'culture conflict' from a semantic feature analysis of the lexicon of the hard core poor. Report no. P-25, 1968, Learning Research and Development Center, University of Pittsburgh, Pennsylvania. Also in ERIC: ED 027 513.

Cohen, S. A. Some learning disabilities of socially disadvantaged Puerto Rican and Negro children. *Academic Therapy Quarterly*, *2*(1). Also in ERIC: ED 022 818.

Cohen, S. A. *Teach them all to read; theory, methods and materials for teaching the disadvantaged*. New York: Random House, 1969.

Cohen, S. A. & Kornfeld, G. S. Oral vocabulary and beginning reading in disadvantaged black children. *The Reading Teacher*, 1970, *24*(1), 33-38.

Cohen, S. A. & Reinstein, S. Skills centers: A systems approach to reading instruction. Paper presented at the College Reading Association Conference, Boston, March 1969. Also in ERIC: ED 030 539.

Coller, A. R. et al. Initial and final consonant relationships in speech-sound tests: A discrimination or response set problem? Report 1968, Institute for Developmental Studies, New York University, New York. Also in ERIC: ED 032 131.

Communication skills center project; Detroit, Michigan. *It works*. Report no. OE-37039, 1969, U. S. Government Printing Office, Washington, D. C. Also in ERIC: ED 028 894.

Conners, C. K. & Eisenberg, L. The effect of teacher behavior on verbal intelligence in operation headstart children. Report 1966, Johns Hopkins University, Baltimore. Also in ERIC: ED 010 782.

Conte, J. M. & Grimes, G. H. Media and the culturally different learner. Washington, D. C.: National Education Association, 1969.

Cooksey, R. C. Priorities in instituting the teaching of English as a second language in a Southwest Texas school. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 025 747.

Corbin, R. & Crosby, M. (Eds.) *Language programs for the disadvantaged*. Urbana: NCTE, 1965.

Corder, S. P. The significance of learner's errors. *International Review of Applied Linguistics in Language Teaching*, 1967, *5*(4), 161-170. Also in ERIC: ED 019 903.

Cornejo, R. J. Bilingualism: Study of the lexicon of the five year old Spanish speaking children of Texas. *Dissertation Abstracts International*, 1969, *30*, 1544A-1545A.

Cowan, S. English proficiency and bicultural attitudes of Japanese students. *Eigo Kyoiku* (The English Teachers' Magazine), 1968, *17*(9). Also in ERIC: ED 027 529.

Craig, M. C. Reading and writing standard English. Paper presented at the NCTE convention, Honolulu, November 1967. Also in ERIC: ED 016 585.

Crawford, D. A. et al. *Minnesota Chippewa Indians, a handbook for teachers.* Minneapolis: Upper Midwest Regional Educational Laboratory, 1967. (Out of print) Available from ERIC: ED 017 383.

Creswell, T. J. The twenty billion dollar misunderstanding. In R. W. Shuy (Ed.) *Social dialects and language learning.* Urbana: NCTE, 1965, 68-73.

Crisp, R. D. (Ed.) Current research in English teacher preparation: A first report. Report January 1968, Illinois state-wide curriculum study center in the preparation of secondary school English teachers, University of Illinois, Urbana.

Crisp, R. D. (Ed.) Issues in the preparation of teachers of English. Selected papers presented at the fifth conference on English education, University of Georgia, Athens, March-April 1967.

Crockett, H. J., Jr., & Levine, L. Friends influence on speech. *Sociological Inquiry*, 1967, *37*, 109-128.

Croft, K. Some co-occurrences in American clichés. *TESOL Quarterly*, June 1967, *1*(2).

Cromack, R. E. The functional nature of social dialects: Social change and the teaching of black English. *The English Record*, April 1971, *21*(4), 74-82. Also in ERIC: ED 056 009.

Crosby, M. English: New dimensions and new demands. *Elementary English*, 1966, *43*, 327-332.

Crosby, M. Presidential address: Of the times and the language. *English Journal*, 1967, *65*(2), 199-207.

Current social dialect research at American higher institutions. Report no. 2, 1966, Center for Applied Linguistics, Washington, D. C. Also in ERIC: ED 010 876.

Dale, E. Vocabulary deprivation of the underprivileged child. In E. L. Evertts (Ed.), *Dimensions of dialect*. Urbana: NCTE, 1967.

Daniel, A. A. & Giles, D. E. A comparison of the oral language development of head start pupils with non-head start pupils. Report no. BR-6-8293, August 1966. Available from ERIC: ED 010 848.

Davis, A. L. Abbreviated checklist of lexical items in dialects. In A. L. Davis (Ed.), *American dialects for English teachers*. Urbana: ISCPET, May 1969.

Davis, A. L. (Ed.) *American dialects for English teachers*. Urbana: ISCPET, May 1969. Also in ERIC: ED 032 298 (Interim report).

Davis. A. L. Culture, class and the disadvantaged. In A. L. Davis et al. (Ed.), Language resource information for teachers of the culturally disadvantaged. Final Report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Davis, A. L. Dialect research and the needs of the schools. Urbana: NCTE, May 1968. Also in ERIC: ED 022 153.

Davis, A. L. English problems of Spanish speakers. In A. L. Davis et al. (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Davis, A. L. Language learning and teaching. In A. L. Davis et al. (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Davis, A. L. (Ed.), *On the dialects of children*. Urbana: NCTE, 1968. Reprinted from *Elementary English*, 1968, *45*(5).

Davis, A. L. Phonetics and phonemics. In A. L. Davis et al. (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Davis, A. L. Suggestions for teaching American dialects. In A. L. Davis (Ed.), *American dialects for English teachers*. Urbana: ISCPET, May 1969.

Davis, A. L. Teaching language and reading to disadvantaged Negro children. In E. L. Evertts (Ed.), *Dimensions of dialect*. Urbana: NCTE, 1967.

Davis, A. L. Why make them talk alike? In R. D. Crisp (Ed.), *Issues in the preparation of teachers of English*. Papers presented at the fifth conference on English education, University of Georgia, 1967, Athens, Georgia.

Davis, A. L. et al. (Ed.) Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

Davis, A. L. & McDavid, R. I., Jr. A description of the Chicago speech survey: Communication barriers to the culturally deprived. Project Literacy Reports no. 2, 1964, Cornell University, Ithaca, New York.

Davis, L. Dialect research: Mythology vs. reality. *Orbis*, 1969, *18*, 332-337.

Davis, L. Literary dialect in Milt Gross 'Nize Baby'. Paper presented at NCTE convention, Washington, D. C., 1969.

Davis, O. J., Gladney, M. R., Hoffman, M. J., Leaverton, L. & Patterson, Z. R. Psycholinguistics oral language program: A bi-dialectal approach. Part I. Experimental edition, 1968, Chicago Board of Education, Chicago.

Davis, O. H., Gladney, M. R., & Leaverton, L. *The psycholinguistic reading series*. Chicago: Board of Education, 1968.

Day, D. E. The effects of different language instruction on the use of attributes of pre-kindergarten disadvantaged children. Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 1968. Also in ERIC: ED 016 522.

DeCamp, D. Implicational scales and sociolinguistic linearity. Revised version of paper presented at 44th annual meeting of the Linguistic Society of America, San Francisco, 1969. Also in ERIC: ED 036 787.

DeCamp, D. Is a sociolinguistic theory possible? In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

DeKock, J. A preliminary survey on the use of computers in linguistic research. *Computers and the Humanities*, 1970, *5*(1), 53-61.

Denby, R. B. NCTE/ERIC report: Linguistics instruction in secondary school classrooms. *English Journal*, 1968, *57*(9), 1352-1358.

Denby, R. B. Oral communication skills of elementary students. *Elementary English*, November 1968.

Denby, R. B. Oral dramatics approach to teaching English in secondary schools. *English Journal*, April 1969.

DeStefano, J. S. W. A sociolinguistic investigation of the productive acquisition of a school language instruction register by black children. *Dissertation Abstracts International*, 1971, *31*, 6031A.

Deutsch, C. Auditory discrimination and learning: Social factors. Available from ERIC: ED 011 116.

Deutsch, M. The disadvantaged child and the learning process. In A. H. Passow (Ed.), *Education in Depressed Areas*. New York: Teachers College, Columbia University, 1963.

Deutsch, M. An evaluation of the effectiveness of an enriched curriculum in overcoming the consequences of environmental deprivation: Final report. Report June 1, 1971, Institute for Developmental Studies, New York.

Deutsch, M. The role of social class in language development and cognition. American Journal of Orthopsychiatry, 1965, 35, 24-25.

Deutsch, M. & Brown, B. Social influences in Negro-white intelligence differences. Journal of Social Issues, 1964, 20, 24-35.

Deutsch, M. et al. An evaluation of the effectiveness of an enriched curriculum in overcoming the consequences of environmental deprivation. U. S. grant no. OE-510-045, project no. 5-0342, Institute for Developmental Studies, New York.

Deutsch, M. Model institute for developmental studies. Report 1968, New York University. Available from ERIC: ED 020 009.

Dialect of the black American. A community relations presentation, Western Electric Company. (Record).

Diebold, A. R., Jr. The consequences of early bilingualism in cognitive development and personality formation. Paper presented at the symposium on "The study of personality," Rice University, Houston, 1966. Also in ERIC: ED 020 491.

Dillard, J. L. Black English in New York. English Record, April 1971, 114-120.

Dillard, J. L. The dare-ing old men on their flying isoglosses or, dialectology and dialect geography. Florida FL Reporter, 1969, 7(2).

Dillard, J. L. The English teacher and the language of the newly integrated student. The Record-Teachers College, November 1967, 115-120.

Dillard, J. L. How to tell the bandits from the good guys, or what dialect to teach. Florida FL Reporter, 1969, 7(1), 84-85, & 162.

Dillard, J. L. Negro children's dialect in the inner city. Florida FL Reporter, Fall 1967. Also in ERIC: ED 014 725.

Dillard, J. L. Non-standard Negro dialects - convergence or divergence? Florida FL Reporter, 1968, 65(2). Also in ERIC: ED 025 753.

Dillard, J. L. Principles in the history of American English--paradox, virginity, and cafeteria. Florida FL Reporter, 1970, 8(1&2), 32-33.

Dillard, J. L. The urban language study of the Center for Applied Linguistics. Linguistic Reporter, October 1966, 8, 1-2.

DiLorenzo, L. T. et al. Empirical bases for a prekindergarten curriculum for disadvantaged children. Paper presented at the annual convocation of the Educational Research Association of New York State, November 1968. Also in ERIC: ED 030 542.

DiLorenzo, L. T. et al. Prekindergarten programs for the disadvantaged: A third year report on an evaluative study. Report 1968, State University of New York, Albany. Also in ERIC: ED 030 541.

Disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Department of Public Instruction, Lansing. Also in ERIC: ED 013 858.

Divoky, D. Three grammars vs. one sentence. Professional Growth for Teachers: English, 1967-1968, First Quarter Issue, Croft Educational Services.

Doetkott, R. P., & Womack, W. G. Development, testing, and evaluation of a programmed method for the teaching of I.P.A. transcription. Final report no. BR-5-0823, November 1967. Available from ERIC: ED 018 781.

Donelson, K. L. Teaching standard English as an alternate dialect. Arizona English Bulletin, 1969, 12(1), 11-16. Also in ERIC: ED 035 656.

Drdek, R. E. Stimulating oral expression with preschool children. English Record, 1970, 21(1), 53-63. Also in ERIC: ED 050 076.

Dugas, D. Research relevant to the development of bilingual curricula. Paper presented at the annual conference of Foreign Language Teachers, El Paso, 1967. Also in ERIC: ED 018 298.

Dunn, L. M. et al. The effectiveness of three reading approaches and an oral language stimulation program with disadvantaged children in the primary grades--an interim report after one year of the cooperative reading project. Report no. IMRID-BSM-7, July 1967, George Peabody College for Teachers, Nashville. Also in ERIC: ED 017 411.

Dunn, L. M. et al. The effectiveness of the Peabody language development kits and the initial teaching alphabet with disadvantaged children in the primary grades: After two years. Report no. IMRID-6, August 1967, George Peabody College for Teachers, Nashville.

Dykema, K. W. Some consequences of our attitudes toward language. In R. F. Hogan (Ed.), The English language in the school program. Urbana: NCTE, 1966.

Dykstra, G. Teaching English as a second language materials development center--an investigation of new concepts in language learning. Report no. BR-5-10-0775, January 1967, Columbia University, New York. Also in ERIC: ED 018 676.

Ecroyd, D. H. Negro children and language arts. *Reading Teacher*, 1968, *21*(7), 624-629. Also in ERIC: ED 023 539.

Eisenberg, L. et al. Class and race effects on the intelligibility of mono-syllables. *Child Development*, 1968, *39*, 1077-1089.

Elementary reading centers; Milwaukee, Wisconsin. *It works*. Report no. OE-37031, 1969, O. E. Bureau of Elementary and Secondary Education, Washington, D. C. Also in ERIC: 028 895.

Ellison, M. L. Compendium of reading materials and teaching techniques for the Wisconsin prototypic system of reading instruction. Practical paper no. 7, Wisconsin Research and Development Center, Madison.

English as a second language for the culturally depressed children at Rogers School, Leflore County, Mississippi. Research monograph, 1969, South Central Regional Educational Laboratory, Little Rock. Also in ERIC: ED 033 368.

English Language-Practical English Scholastic, Special issue, March 21, 1969, *46*(8), 4-11.

English program for agricultural migrant workers. Report 1958, Puerto Rico Commonwealth, New York. Also in ERIC: ED 031 316.

English teacher preparation study: Guidelines for the preparation of teachers of English. *English Journal*, 1968, *57*(4), 528-536.

Enrichment through radio: An experimental project to alleviate a language barrier. Board of Education, Washington, D. C. Also in ERIC: ED 001 575.

Entwisle, D. R. Developmental sociolinguistics: A comparative study in four subcultural settings. *Sociometry*, 1966, *29*(1), 67-84.

Entwisle, D. R. Developmental sociolinguistics - inner city children. Report project no. 6-1610, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 611.

Entwisle, D. R. Semantic systems of minority groups. Report no. BR-6-1610, June 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 030 106.

Entwisle, D. R. Subcultural differences in children's language development. Report project no. 6-1610, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 612.

Entwisle, D. R. Word associations of disadvantaged children. Johns Hopkins University, Baltimore.

Entwisle, D. R. & Garvey, C. Adjective usage. Report no. 41, May 1969, Johns Hopkins University, Baltimore.

Entwisle, D. R. & Greenberger, E. Differences in the language of Negro and white grade school children. Project no. 6160-0303, May 1968, Johns Hopkins University. Also in ERIC: ED 019 676.

Entwisle, D. R. & Greenberger, E. Racial differences in the language of grade school children. Sociology of Education, 1969, 42(3).

EPDA Institute in standard English as a second dialect. Director's report, August 1969, South Florida University, Tampa. Also in ERIC: ED 032 288.

ERIC Clearinghouse for Linguistics. A bibliography of American English dialects. November 1969, Center for Applied Linguistics, Washington, D.C.

ERIC documents related to Teaching Standard English to Speakers of Non-standard Dialects. ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, Washington, D. C.

Erickson, F. D. Discussion behavior in the black ghetto and in white suburbia: A comparison of language style and inquiry style. Dissertation Abstracts International, 1970, 30, 2750A.

Erickson, F. D. F'get you, honky: A new look at black dialect and the school. Elementary English, 1969, 46, 495-499, & 517.

Ervin-Tripp, S. An analysis of the interaction of language, topic and speaker. American Anthropologist, December 1964, 86-102.

Ervin-Tripp, S. M. Becoming a bilingual. Report no. WP-9, March 1968, Language Behavior Research Laboratory, University of California, Berkeley. Also in ERIC: ED 018 786.

Ervin-Tripp, S. Comparative language development and socialization. In W. A. Stewart, Research in progress: Social dialects of English. Report no. 3, 1967, Center for Applied Linguistics, Washington, D. C. Also in ERIC: ED 012 906.

Ervin-Tripp, S. M. Sociolinguistics. Report no. 3, November 1967, University of California, Language Behavior Research Laboratory, Berkeley. Also in ERIC: ED 019 656.

Ervin-Tripp, S. M. Summer workshops in sociolinguistics: Research on children's acquisition of communicative competence. Items, 1969, 23(2). Also in ERIC: ED 029 294.

Ervin-Tripp, S. M. et al. A field manual for cross cultural study of the acquisition of communicative competence. Berkeley: University of California, July, 1967, (second draft).

Estarellas, J. Application of behavioral technology: From conventional lab teaching to technological total self-instruction. Paper presented at 2nd International Congress of Applied Linguistics, Cambridge, England September 1969. Also in ERIC: ED 038 891.

Estarellas, J. A psycholinguistic model for second language learning: New prospects for programmed instruction. Paper presented at 10th International

Congress of Linguists, Bucharest, Romania, September 1967. Also in ERIC: ED 038 892.

Evans, F. B. The psychocultural origins of achievement and achievement motivation: The Mexican-American family. Southwest Educational Development Laboratory, Austin, Texas.

Evertts, E. L. (Ed.) Dimensions of dialect. Urbana: NCTE, 1967. Also in ERIC: ED 030 632.

Fagan, E. R. (Ed.) *English and the disadvantaged*. Scranton, Pennsylvania: International Textbook Company, 1967.

Farr, H. L. K. Culture change in the English classroom: An anthropological approach to the education of culturally disadvantaged students. Doctoral Dissertation, University of Illinois, 1966. Ann Arbor: University Microfilms, no. 67-6606. Also in ERIC: ED 029 882.

Fasold, R. W. Distinctive linguistic characteristics of black English. In J. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

Fasold, R. W. Isn't English the first language too? Paper presented at the annual NCTE convention, Milwaukee, November 1968.

Fasold, R. W. Orthography in reading materials for black English speaking children. In J. Baratz and R. Shuy (Eds.) *Teaching black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969.

Fasold, R. W. A sociolinguistic study of the pronunciation of three vowels in Detroit speech. Washington, D. C.: Center for Applied Linguistics, 1968.

Fasold, R. W. Some grammatical features of Negro dialect. Washington, D. C.: Center for Applied Linguistics, 1969.

Fasold, R. W. A strategy for teaching for nonuse of black English distributive BE. Washington, D. C.: Center for Applied Linguistics, 1969.

Fasold, R. W. Tense and the form *be* in black English. *Language*, 1969, *45*.

Fasold, R. W. Three models for dealing with socially significant linguistic variations. Washington, D. C.: Center for Applied Linguistics, July 1969.

Fasold, R. W. Two models of socially significant linguistic variations. *Language*, 1970, *46*(3).

Fasold, R. W. What can an English teacher do about nonstandard dialect? *The English Record*, April 1971, 82-91. Also in ERIC: ED 055 077.

Fasold, R. W. & Shuy, R. W. Strategies for teaching standard English to black children. Washington, D. C.: Center for Applied Linguistics.

Fasold, R. W. & Shuy, R. W. (Eds.) *Teaching standard English in the inner city. Urban language series no. 6. Washington, D. C.: Center for Applied* Linguistics, 1970. Also in ERIC: ED 037 720.

Fasold, R. & Wolfram, W. Some linguistic features of Negro dialect. In R. Fasold and R. Shuy *Teaching standard English in the inner city*, Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720.

Feigenbaum, I. W. Developing fluency in standard oral English. Elementary English, 1970, 47, 1053-1059.

Feigenbaum, I. W. English now. New York: New Century, 1970.

Feigenbaum, I. W. The use of non-standard English in teaching standard English: Contrast and comparison. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Washington, D. C.: Center for Applied Linguistics, 1970.

Feigenbaum, I. W. Using foreign language methodology to teach standard English: Evaluation and adaptation. Florida FL Reporter, 1969, 7(1), 116-122, 156-157.

Feigenbaum, I.W. & Carroll, W. S. Oral language teaching materials. Washington, D. C.: Center for Applied Linguistics, 1966-1967.

Feigenbaum, I. W. & Carroll, W. S. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, 1967, 1, 31-39.

Fennessey, J. An exploratory study of non-English speaking homes and academic performance. Report no. BR-6-1610-3, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 613.

Ferguson, C. A. Contrastive analysis and language development. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 022 158.

Ferguson, C. A. Diglossia. Word, 1959, 15, 325-340.

Ferguson, C.A. Teaching standard language to dialect speakers. In R. W. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965.

Figueroa, J. J. Creole studies. Available from ERIC: ED 019 664.

Figurel, J. A. Limitations in the vocabulary of disadvantaged children: A cause of poor reading. Proceedings of the annual convention, International Reading Association, 1964, 9.

Findley, C. A. Social acceptability and employability: An experimental study of the effect of structural maturity and four grammatical features on judgments of employability. Unpublished doctoral dissertation, University of Minnesota, 1971.

Fischer, J. L. Social influences on the choice of a linguistic variant. Word, 1958, 14, 47-56.

Fisher, J. C. Bilingualism in Puerto Rico: A history of frustration. English Record, Special anthology issue and monograph no. 14, 1971, 21(4). Also in ERIC: ED 053 608.

Fishman, J. A. Attitudes and beliefs about Spanish and English among Puerto Ricans. In M. Imhoof (Ed.) Viewpoints. Bloomington: Indiana University, 1971.

Fishman, J. A. The breadth and depth of English in the United States. Florida FL Reporter, 1969, 7(1), 41-43, 151.

Fishman, J. A. Language problems and types of political and socio-cultural integration: A conceptual post-script. Adapted version of paper presented at the ninth International Conference on Second Language Problems, Tunis, Tunisia, April 1968. Also in ERIC: ED 025 739.

Fishman, J. A. (Ed.) *Readings in the sociology of language*. The Hague: Mouton, 1968.

Fishman, J. A. Sociolinguistics. *Florida FL Reporter*, 1970, *8*(1 & 2), 40-42.

Fishman, J. A. Varieties of ethnicity and varieties of language consciousness. In *Georgetown University monograph series on languages and linguistics*. 1965, *18*, 69-79. Washington, D. C.: Georgetown University, 1965.

Fishman, J. A. & Cooper, R. L. Alternative measures of bilingualism. *Journal of Verbal Learning and Verbal Behavior*, 1969, *8*, 276-282.

Fleming, J. T. Oral language and beginning reading: Another look. *Reading Teacher*, 1968, *22*, 24-29.

Flores, S. H. The nature and effectiveness of bilingual education programs for the Spanish-speaking child in the U. S. *Dissertation Abstracts International*, 1970, *30*, 2904A.

Florida FL Reporter. Special anthology issue: Linguistic-cultural differences and American education, 1969, *7*(1).

Fodor, J. A. How to learn to talk: Some simple ways. In F. Smith and G. A. Miller (Eds.) *Genesis of language*. Cambridge, Massachusetts: MIT Press, 1966, 105-123.

Foely, L. M. A phonological and lexical study of the speech of Tuscaloosa County, Alabama. *Dissertation Abstracts International*, 1970, *30*, 4964A.

Foreign language innovative curricula studies, summary report. Report no. USOE-3-7-704431-056, 1969, Ann Arbor Public Schools, Michigan. Also in ERIC: ED 032 538.

Forrester, F. Preschool program. Report no. USOE-OE-37034, Fresno, California.

Fowles, J. Ho ho ho: Cartoons in the language class. *TESOL Quarterly*, 1970, *4*(2), 155-160.

Francis, A. S. The development and preliminary field testing of a multisensory language development program for kindergarten, first grade and fourth grade, with a supplementary volume. Doctoral dissertation, George Peabody College for Teachers, 1970. Ann Arbor: University Microfilms, no. 70-23,330. Also in ERIC: ED 050 096.

Francis, W. N. Brown-Tougaloo English project. Final report, July 1970, Rockefeller Foundation, Providence, Rhode Island.

Francis, W. N. The structure of American English. New York: Ronald Press, 1958.

Frazier, A. (Ed.) Ends and issues: 1965-1966. Urbana: NCTE, 1966.

Frazier, A. (Ed.) New directions in elementary English: Papers collected from the 1966 spring Institutes on the Elementary Language Arts of the National Council of Teachers of English. Urbana: NCTE, 1967. Also in ERIC: ED 033 098.

Freedom and discipline in English. Report of the commission of English, 1965, College Entrance Examination Board, New York.

French, L. Ghettoese as a separate and valid language. Paper prepared for college English course, July 10, 1970, Moorhead State College, Moorhead, Minnesota.

Frentz, T. S. Children's comprehension of standard and Negro nonstandard English sentences. Speech Monographs, 1971, 38, 10-16.

Friedlander, G. H. Report on the articulatory and intelligibility status of socially disadvantaged pre-school children. Report no. OEO-536, December 1965, Institute for Retarded Children of Shield of David. Also in ERIC: ED 014 321.

Friedman, P. & Bowers, N. D. Pupil imitation of a rewarding teacher's verbal behavior. Report 1969, Northwestern University, Evanston, Illinois. Also in ERIC: ED 038 185 and ED 038 376.

Fries, C. C. American English grammar. New York: Appleton-Century, 1940.

Frogner, E. A. Language attitudes and teacher education. Paper presented at the annual convention of the National Council of Teachers of English, Atlanta, November 1970. Also in ERIC: ED 052 181.

Frogner, E. A. A study of the responses to the language inquiry. Report July 1969, Southern Illinois University, Edwardsville, Illinois.

Fry, D. B. The development of the phonological system in the normal and the deaf child. In F. Smith and G. A. Miller (Eds.) Genesis of language. Cambridge, Massachusetts: MIT Press, 1966, 187-207.

Furbee, N. L. Speech samples of disadvantaged children. In A. L. Davis (Ed.), American dialects for English teachers. Urbana: ISCPET, May 1969.

Furbee, N. L. The study of dialects. In A. L. Davis (Ed.), American dialects for English teachers. Urbana: ISCPET, May 1969.

Furbee, N. L. Transcription of Appalachian English. In A. L. Davis et al. (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Gaarder, A. B. Statement before the special subcommittee on bilingual education of the committee on labor and public welfare, U. S. Senate, May 18, 1967. Florida FL Reporter, 1969, 7(1), 33-34, 171.

Gaeth, J. H. Verbal and nonverbal learning in children including those with hearing losses, part 2. Report no. CRP-2207, 1966, Wayne State University, Detroit. Also in ERIC: ED 010 847.

Gage, N. L. (Ed.) Handbook of research on teaching. Chicago: Rand McNally, 1963.

Galvan, M. Speech given to the meeting of trainers of teacher trainers, July 19, 1971, Minneapolis.

Galvan, M. & Troike, R. C. The east Texas dialect project: A pattern for education. Florida FL Reporter, 1969, 7(1), 29-31, & 152-153.

Gardner, R. C. Attitudes and motivation: Their role in second language acquisition. Paper presented at the TESOL convention, March 1968. TESOL Quarterly, 1968, 2(3). Also in ERIC: ED 024 035.

Garland, D. B. The preliminary linguistic analysis for the Dallas dialect project of the Texas Education Agency. Report February 1969, Texas Education Agency, Austin.

Garvey, C. & Baldwin, T. A self-instructional program in standard English: Development and evaluation. Report no. R-50, September 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 032 536.

Garvey, C. & Dickstein, E. Levels of analysis and social class differences in language. Report no. 83, October 1970, Johns Hopkins University, Baltimore.

Garvey, C. & McFarlane, P. A measure of standard English proficiency of inner-city children. American Educational Research Association Journal, 1970, 7(1), 29-40.

Garvey, C. & McFarlane, P. T. A preliminary study of standard English speech patterns in the Baltimore city public schools. Report no. 16, March 1968, Johns Hopkins University, Baltimore. Also in ERIC: ED 019 265.

Gibson, J. W., Gruner, C. R., Kibler, R. J. & Kelly, F. J. A quantitative examination of differences and similarities in written and spoken messages. Speech Monographs, 1966, 33(4), 444-451.

Gill, K. (Ed.) Continuing education for a new English. Area 3 English report, November 1966, County superintendents, Publication and Curriculum Development Committee, Auburn, California.

Gladney, M. R. & Leaverton, L. A model for teaching standard English to non-standard English speakers. Paper presented at AERA meeting, Chicago, February 1968. Also in ERIC: ED 016 232.

Gleason, H. A., Jr. Linguistics and English grammar. New York: Holt, Rinehart and Winston, 1965.

Gleason, H. A., Jr. The relevance of linguistics? Paper presented at the Ontario Council of Teachers of English convention, Toronto, March 1969. Also in ERIC: ED 030 878.

Golden, R. Changing dialects by using tapes. In R. W. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965.

Golden, R. Effectiveness of instructional tapes for changing regional speech patterns. Dissertation Abstracts International, 1964, 24(10).

Golden, R. Golden series of American English language lessons at high school level (14 tapes). Golden primary language lessons (12 tapes). Golden language tapes, Highland Park, Michigan.

Golden, R. Instructional record for changing regional speech patterns. Englewood Cliffs, New Jersey: Folkway Scholastic, 1965.

Golden, R. I. Learning standard English by linguistic methods. Available from ERIC: ED 018 783.

Golden, R. Slow learners, instructional tapes and insights. English Journal, September 1962, 51, 418-421, 442.

Golden, R. I. & Martellock, H. A. Teaching standard English to urban primary children. Final report no. Proj-no-1373, August 1967, Detroit Public Schools, Michigan. Also in ERIC: ED 020 155.

Golub, L. Teaching literature as language. Elementary English, 1970, 48(7), 967-977.

Golub, L., Frederick, W., & Cohen, S. Development and refinement of measures of linguistic ability. Working paper no. 3, Wisconsin R & D Center for Cognitive Learning, Madison, Wisconsin.

Gonsalves, J. Bilingual education in California. Paper presented at annual conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 1967.

Goodman, K. S. Dialect barriers to reading comprehension. In J. Baratz and R. Shuy (Eds.) Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969. And in E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

Goodman, K. S. Language difference and the ethno-centric researcher. Paper presented at AERA meeting, Los Angeles, 1969. Also in ERIC: ED 030 107.

Goodman, K. Who gave us the right? Paper presented at the NCTE convention, Washington, D. C., 1969.

Gordon, B. Y. Book review of *Teaching black children to read*. *Florida FL Reporter*, 1969, *7*(1), 149-150, 175.

Gordon, C. W., Schwartz, A. J., Wenkert, R., & Nasatir, D. Educational achievement and aspirations of Mexican-American youth in a metropolitan context. Report October 1968, Center for the Study of Evaluation of Instructional Programs, University of California, Los Angeles.

Gordon, E. W. (Ed.) IRCD Bulletin, 1965, *1*(5). Also in ERIC: ED 025 572.

Gordon, E. W. Language development in disadvantaged children. Summary of the proceedings of the first working conference on language development in disadvantaged children. Ferkauf Graduate School of Education, Yeshiva University, New York, October 1965.

Gordon, R. I. *Improving patterns of language usage*. Detroit: Wayne State University Press, 1960.

Gordon, S. B. The relationship between the English language abilities and home language experience of first-grade children, from three ethnic groups, of varying socioeconomic status and varying degrees of bilingualism. Doctoral dissertation, University of New Mexico, 1969. Ann Arbor: University Microfilms, no. 70-16, 385. Also in ERIC: ED 050 092.

Gott, E. Teaching regional dialects in junior high school. *English Journal*, 1964, *53*(5), 342-344, 363.

Gove, P. A perspective on usage. In R. F. Hogan (Ed.) *The English language in the school program*. Urbana: NCTE, 1966.

Graham, R. T. & Rudorf, E. H. Dialect and spelling. *Elementary English*, March 1970, *47*, 363-375.

Gray, B. B. & Fygetakis, L. Development of language as a function of programmed conditioning. *Behavior Research and Therapy*, 1966, *6*, 455-460.

Gray, B. B. & Fygetakis, L. Mediated language acquisition for dysphasic children. *Behavior Research and Therapy*, 1968, *6*, 263-280.

Green, G. C. Negro dialect, the last barrier to integration. *Journal of Negro Education*, Winter 1963.

Green, M. B. Improving the meaning vocabulary of inner-city children. Paper presented at the International Reading Association conference, Kansas City, Missouri, April-May 1969. Also in ERIC: ED 034 668.

Green, W. D. Language and the culturally different. English Journal, 1965, 58(4), 724-733, 740.

Greenfield, P. M. Oral or written language--the consequences for cognitive development in Africa and the United States. Paper presented at the symposium on cross-cultural cognitive studies, American Educational Research Association, Chicago, February 1968. Also in ERIC: ED 018 279.

Griffin, W. J. A transformational analysis of the language of kindergarten and elementary school children. Paper presented at American Educational Research Association convention, Chicago, 1966.

Griffith, J., & Miner, L. E. (Eds.) The first Lincolnland conference on dialectology, University of Alabama, 1970. Also in ERIC: ED 036 803.

Grimshaw, A. D. Language as obstacle and as data in sociological research. New York: Social Science Research Council, 1969. Also in ERIC: ED 029 293.

Grise, R. N. The English teacher in Kentucky: A study of the academic and professional preparation of public high school teachers of English in Kentucky. Doctoral dissertation, University of Kentucky, 1963. Also in ERIC: ED 050 079.

Groman, A. H. A history of the preparation of teachers of English. English Journal, 1968, 57(4), 484-527.

Gropper, G. L., Short, J. G., Holland, A. & Lievergott, J. Development of a program to teach standard American English to speakers of nonstandard dialects. Report, American Institutes for Research, Pittsburgh, 1967. Also in ERIC: ED 012 906.

Gumperz, J. J. Dialect differences and social stratification in a North Indian village. American Anthropologist, 1958, 60, 668-682.

Gumperz, J. J. On the ethnology of linguistic change. In W. Bright (Ed.) Sociolinguistics. Hague: Mouton, 1966, 27-49.

Gumperz, J. J. The social group as a primary unit of analysis in dialect study. In R. Shuy, Social dialects and language learning. Urbana: NCTE, 1965.

Gunderson, D. V. An interdisciplinary approach to teaching reading. Florida FL Reporter, 1969, 7(1), 112, 152.

Gupta, W. & Stern, C. Comparative effectiveness of speaking versus listening in improving the spoken language of disadvantaged young children. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, 1969. Also in ERIC: ED 029 689.

Gussow, J. & Bailey, B. L. Summary of the proceedings of the working conference on language development in disadvantaged children. Yeshiva University, New York, October 1965. Also in ERIC: ED 010 777.

Guthrie, J. T. Effects of discrimination, grammatical rules and application of rules on the acquisition of language concepts in children. Available from ERIC: ED 030 502.

Guthrie, J. T. & Baldwin, T. Effects of discrimination, grammatical rules, and application of rules on the acquisition of grammatical concepts. Journal of Educational Psychology, 1970, 61(5), 358-361.

Hall, R. M. R. & Hall, B. L. A contrastive Haitian Creole-English checklist. English Record, April 1971, 136-147. Also in ERIC: ED 054 144.

Hall, R. M. R. & Hall, B. R. The 'double' negative: A non-problem. Florida FL Reporter, 1969, 7(1), 113-115.

Hallman, C. L. Linguistics and the disadvantaged. In E. R. Fagan (Ed.), English and the disadvantaged. Scranton, Pennsylvania: International Textbook, 1967.

Harmer, W. R. To what extent should parents be involved in language programs for linguistically different learners? Elementary English, 1970, 47(7), 940-943.

Harms, L. S. Listener judgments of status cues in speech. Quarterly Journal of Speech, 1961, 47, 164-166.

Harms, L. S. Social dialect and speech communication proficiency. Paper presented at the tenth International Congress of Linguists, Bucharest, Romania, August 1967. Also in ERIC: ED 030 868.

Harris, C. W. (Ed.). Encyclopedia of educational research. New York: Macmillan, 1960.

Hart, B. & Risley, T. R. Establishing use of descriptive adjectives in the spontaneous speech of disadvantaged pre-school children. Journal of Applied Behavior Analysis, Summer 1968.

Hart, L. J. Tapping the resources of black culture for classroom success. Paper presented at the NCTE convention, Atlanta, 1970.

Hatch, E. Four experimental studies in syntax of young children. Report March 1969, Southwest Regional Laboratory for Educational Research and Development, Austin, Texas.

Hatfield, W. L. Will structural grammar help? English Journal, December 1958, 570-572.

Haugen, E. Linguistics and language planning. In W. Bright (Ed.), Sociolinguistics. The Hague: Mouton, 1966.

Hawkins, P. R. Social class, the nominal group and reference. Language and Speech, 1969, 12, 125-135.

Hawkins, P. R. Some linguistic consequences of a working class environment. Te Reo: Proceedings of the Linguistic Society of New Zealand, 1967-1968, 10-11, 40-51. Also in ERIC: ED 033 372.

Hayes, A. S. & Varley, J. Language research in progress. A cross-referenced list of documented language research projects current August 1967-March 1968. Report no. 6, April 1968, Center for Applied Linguistics, Washington, D. C. Also in ERIC: ED 018 797.

Head Start Evaluation and Research Center. Annual report. Report August 1968, Tulane University, New Orleans. Also in ERIC: ED 029 705.

Heffernan-Cabrera, P. A handbook for teachers of English to non-English speaking adults. Washington, D. C.: Center for Applied Lingusitics, October 1969. Also in ERIC: ED 033 335.

Heiman, E. The use of slang in teaching linguistics. English Journal, February 1967, 56(2), 249-252.

Heinberg, P. Script of speech-communication evaluation test. Honolulu: Speech Communication Center, University of Hawaii, 1969. Also in ERIC: ED 026 633.

Heinberg, P. et al. Speech-communication learning system. Volume one, learner's handbook. Honolulu: Speech Communication Center, University of Hawaii, 1968. Also in ERIC: ED 020 523.

Heinberg, P. et al. Speech-communication learning system. Volume two, scripts of all audio programs. Honolulu: Speech Communication Center, University of Hawaii, 1968. Also in ERIC: ED 020 521.

Hellmuth, J. (Ed.) Disadvantaged child. Volume two: Head start and early intervention. New York: Bruner/Mazel Inc., 1968. Also in ERIC: ED 029 065.

Hendrickson, R. H. ESL--who needs it? English Record, April 1971, 47-52. Also in ERIC: ED 053 605.

Henrie, S. N., Jr. A study of verb phrases used by five year old nonstandard Negro English speaking children. Doctoral dissertation. Ann Arbor: University Microfilms, 1969. No. 70-13,068.

Hernandez, L. F. Standard oral English; seventh grade. Instructional guide B. Report no. LACS-Pub-ESEA-3-2, 1967, Los Angeles City Schools, Division of Secondary Education, California. Also in ERIC: ED 027 354.

Hernandez, L. F. Teaching English to the culturally disadvantaged Mexican-American student. English Journal, 1968, 57(1), 87-92. Also in ERIC: ED 027 354.

Hertzler, J. O. Social uniformation and language. In S. Lieberson (Ed.), Explorations in sociolinguistics: International journal of American linguistics, October 1967, 298-312.

Hess, K. M. Dialects and dialect learning: An application of programming strategies in an in-service course for English teachers. Paper presented at the ninth annual NSPI convention, Rochester, New York, April 1971.

Hess, K. M. The language attitudes and beliefs of Minnesota elementary and high school English teachers. Unpublished doctoral dissertation, University of Minnesota, 1968.

Hess, K. M. Nonstandard dialects: After acceptance, what next? Paper presented at the Minnesota Council of Teachers of English convention, Minneapolis, April 1971.

Hess, K. M., et al. *Learning a standard English*. In development at CEMREL, Inc., Minneapolis, Minnesota.

Hess, K. M. & Maxwell, J. C. What to do about nonstandard dialects: A review of the literature. Minneapolis: Upper Midwest Regional Educational Laboratory, December 1969. Also in ERIC: ED 041 027.

Hess, R. D. et al. The cognitive environments of urban pre-school children. Manual of instructions for administering and scoring maternal language styles. Report 1967, Urban Child Center, Chicago University, Illinois. Also in ERIC: ED 018 270.

Higgins, L. V. Approaching usage in the classroom. *English Journal*, 1960, *49*(3), 181-186.

Hillery, M. C. et al. A descriptive study of cognitive and affective trends differentiating selected groups of preschool children. Report no. OEO-1401, 1969, University of Wisconsin, Milwaukee. Also in ERIC: ED 031 314.

Hobson, A. The Marie Hughes language training model. Report 1968, National Laboratory on Early Childhood Education, Tucson, Arizona. Also in ERIC: ED 025 305.

Hoffman, M. J. Bi-dialectalism is not the linguistics of white supremacy: Sense versus sensibilities. *English Record*, April 1971, 95-102. Also in ERIC: ED 054 148.

Hoffman, M. J. The harmful effects of traditional language arts teaching methods when used with disadvantaged Afro-American children. *Elementary English*, 1970, *47*(5), 678-683.

Hogan, R. F. (Ed.). *The English language in the school program*. Urbana: NCTE, 1966.

Hook, J. N. English language programs for the seventies. *Minnesota English*, January 1967, *3*(1). Also in ERIC: ED 015 186.

Hook, J. N. The state of teacher preparation programs in English. Paper presented at the conference on English education, University of Georgia, March 1967. Also in ERIC: ED 016 660.

Hook, J. N. & Evans, W. H. *Individualized English*. Chicago: Follett Publishing, 1964.

Hopkins, T. R. American Indians and the English language arts. *Florida FL Reporter*, 1969, *7*(1), 145-146.

Hopkins, T. R. Teaching English to American Indians. *English Record*, April 1971, 24-31.

Horn, T. D. (Ed.) *Research bases for oral language instruction*. Urbana: NCTE, 1971.

Horn, T. D. A study of the effects of intensive oral-aural English language instruction, oral-aural Spanish language instruction and non-oral-aural instruction on reading readiness in grade one. Report no. CRP-2648, 1966, University of Texas, Austin. Also in ERIC: ED 010 048.

Horn, T. D. & Arnold, R. D. Capsule description of San Antonio language-bilingual research project. Report 1967, University of Texas, Austin.

Horner, V. M. The verbal world of the lower class three year old: A pilot study in linguistic ecology. Dissertation Abstracts International, 1970, 30, 3443A.

Horowitz, A. E. Experimental studies of the relation between language and cognition. Report June 1965, Hofstra University, Hempstead, New York.

Horowitz, F. D. & Horowitz, F. R. Head start evaluation and research center, verbal recall research. Report no. 6, November 1967, University of Kansas, Lawrence, Kansas. Also in ERIC: ED 021 647.

Horrworth, G. L. Listening: A facet of oral language. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1969.

Houston, S. H. Child black English in Northern Florida: A sociolinguistic examination. Report no. BR-6-2869, September 1969, Southeastern Education Laboratory, Atlanta, Georgia. Also in ERIC: ED 035 879.

Houston, S. Child black English: The school register. Unpublished manuscript. Northwestern University.

Houston, S. H. Competence and performance in child black English. Language Sciences, October 1970, 9-14.

Houston, S. H. A sociolinguistic consideration of the black English of children in Northern Florida. Language, 1969, 45(3). Also in ERIC: ED 026 627.

Hubbard, J. L. & Zarate, L. T. Final report on head start evaluation and research - 1966-1967. Section four, an exploratory study of oral language development among culturally different children. Report no. IED-66-1, August 1967, Texas University, Austin. Also in ERIC: ED 019 120.

Hudson, H. Foreward. In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

Hughes, A. E. An investigation of certain socio-linguistic phenomena in the vocabulary, pronunciation and grammar of disadvantaged pre-school children, their parents and their teachers in the Detroit Public Schools. Doctoral dissertation, Michigan State University, 1967.

Hughes, A. E. Linguistics for the elementary teacher. Paper presented at the NCTE convention, Honolulu, 1967. Also in ERIC: ED 036 501.

Hunt, K. Response to "How not to analyze the syntax of children" by Robert McCraig. Elementary English, 1970, 47(5), 619-623.

Hunter, E. & Amidon, E. Improving the language skills of deprived teachers. Available from ERIC: ED 012 262.

Hurst, C. G. Psychological correlates in dialectolalia. Cooperative Research Project no. 2610. Washington, D. C.: U. S. Office of Education, 1965.

Hurst, C. G., Jr. & Jones, W. L. Generating spontaneous speech in the underprivileged child. Howard University, College of liberal arts, Washington, D. C., 1967. Also in ERIC: ED 016 969.

Hurst, C.G., Jr. & Jones, W.L.Psychological concomitants of sub-standard speech. Journal of Negro Education, Fall 1966, 409-421.

Hymes, D. The ethnography of speaking. In T. Gladwin & W. Sturtevant, (Eds.), Anthropology and human behavior. Washington, D. C.: Anthropological Society of Washington, 1962, 15-53.

Hymes, D. On communicative competence. Paper presented at the Research Planning Conference on Language Development in Disadvantaged Children, Yeshiva University, New York, June 1966.

Imhoof, M. The preparation of language arts teachers for ghetto schools. In M. Imhoof (Ed.) Viewpoints, 1971, 47(2).

Imhoof, M. (Ed.) Viewpoints, 1971, 47(2). Special issue: Social and educational insights into teaching standard English to speakers of other dialects. Bloomington, Indiana: Indiana University, 1971.

Inventory of projects and activities in reading and English. Washington, D. C.: Center for Applied Linguistics, 1967.

Irwin, J. V. Head start evaluation and research center, University of Kansas. Report no. 4, a comparison of four modes of eliciting brief oral responses from children. Report November 1967, University of Kansas, Lawrence, Kansas. Also in ERIC: ED 021 637.

Ivey, L. P. Influence of Indian language background on reading and speech development. Dissertation Abstracts International, 1969, 29, 2438A.

Jacobs, P. H. Criteria for evaluating high school English programs. *English Journal*, 1968, *57*(9), 1275-1296.

Jacobson, R. Cultural linguistic pluralism and the problem of motivation. *TESOL Quarterly*, December 1971, *5*(4), 265-284.

Jacobson, R. Studies in English to speakers of other languges and standard English to speakers of a non-standard dialect. *English Record*, special anthology issue and monograph no. 14, April 1971, *21*(4).

Jacobson, R. The teaching of English to speakers of other languages and/or dialects: An oversimplification. *TESOL Quarterly*, 1970, *4*(3), 241-254.

Jakobovits, L. A. A functional approach to the assessment of language skills. *Florida FL Reporter*, 1969, *7*(1), 103-107, & 162.

Jameson, G. R. The development of a phonemic analysis for an oral English proficiency test for Spanish-speaking school beginners. Austin: University of Texas, 1967.

Jenkins, J. J. The acquisition of language. In D. A. Goslin (Ed.), *Handbook of socialization theory and research*. Chicago: Rand McNally, 1969.

Jenkinson, E. B. What is language, and other teaching units for grades seven through twelve. Bloomington, Indiana: Indiana University Press, 1967. Also in ERIC: ED 018 434.

Jesperson, O. Mankind, national and individual. Bloomington, Indiana: Indiana University Press, 1946.

Jester, R. E. & Bear, N. R. Preliminary results from relationship between teachers' vocabulary usage and the vocabulary of kindergarten and first grade students. Paper presented at the meeting of the American Educational Research Association, Los Angeles, February 1969. Also in ERIC: ED 032 135.

Jewett, A., Mersand, J. & Gunderson, D. (Eds.). Improving English skills of culturally different youths. Washington, D. C.: Office of Health, Education and Welfare, 1964.

John, V. P. Communicative competence of low-income children: Assumptions and programs. *English Language Teaching*, 1970, *24*(2), 112-119.

John, V. P. The intellectual development of slum children. *American Journal of Orthopsychiatry*, October 1963, *33*, 813-822.

John, V. The relation between social experience and the acquisition of language. Paper presented at the Orientation Conference for Professional Personnel in Child Development Centers for Project Head Start, Los Angeles, June 1965.

John, V. P. & Goldstein, L. S. The social context of language acquisition. *Merrill-Palmer Quarterly*, 1964, *10*, 265-275.

John, V. P. & Horner, V. M. *Early childhood bilingual education*. New York: Modern Language Association of America, 1971. Also in ERIC: ED 047 593.

Johns Hopkins University. A program for the study of standard language acquisition in educationally disadvantaged children. In Johns Hopkins University Third Annual Report, July 31, 1969, 139-190.

Johnson, H. H. Teacher attitude and ghetto language. In M. Imhoof (Ed.), *Viewpoints*, 1971, *47*(2).

Johnson, K. R. A comparison of traditional techniques and second language techniques for teaching grammatical structures of standard oral English to tenth grade Negro students who speak a nonstandard dialect. *Dissertation Abstracts International*, 1969, no. 69-9026.

Johnson, K. R. The influence of nonstandard Negro dialect on reading achievement. *English Record*, April 1971, 148-155.

Johnson, K. R. Inner city dialect defended by expert. *The Milwaukee Journal*, Sunday, March 23, 1969.

Johnson, K.R. Nonstandard Negro dialect-effects on learning. Chicago: Instructional Dynamics Inc., 1971. (Series of five tapes.)

Johnson, K. R. Pedagogical problems of using second language techniques for teaching standard English to speakers of nonstandard Negro dialect. *Florida FL Reporter*, 1969, *7*(1), 78-80, & 154.

Johnson, K. R. Should black children learn standard English? In M. Imhoof (Ed.), *Viewpoints*, 1971, *47*(2).

Johnson, K. R. Teachers attitudes toward the nonstandard Negro dialect--let's change it. Paper presented at NCTE convention, Washington, D. C., 1969.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit I: The culturally disadvantaged pupil--part I; Unit II: The culturally disadvantaged student--part II. Chicago: Science Research Associates, 1966. Also in ERIC: ED 029 927.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit III: The culturally disadvantaged Negro student. Chicago: Science Research Associates, 1966. Also in ERIC: ED 029 928.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit VI: Teaching the culturally disadvantaged student--part II. Chicago: Science Research Associates, 1967. Also in ERIC: ED 029 933.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit VIII: Improving the reading and writing skills of culturally disadvantaged students. Chicago: Science Research Associates, 1967. Also in ERIC: ED 029 929.

Joos, M. The five clocks: *A linguistic excursion into the five styles of English usage.* New York: Harcourt, Brace and World, 1967.

Kamil, M. L. The effects of parallel syntactic structures on immediate recall of compound sentences. Working paper no. 19, May 1969, Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison.

Kaplan, R. B. Cultural thought patterns in inter-cultural education. *Language Learning*, 1966, *16*(1 & 2), 1-20.

Kaplan, R. B. On a note of protest (in a minor key): Bidialectism vs. bi-dialectalism. *College English*, 1969, *30*(5), 386-389.

Karnes, M. B. *Helping young children develop language skills: A book of activities*. Washington, D. C.: Council for Exceptional Children, NEA, 1968. Also in ERIC: ED 028 583.

Kasdon, L. M. Language experience approach for children with non-standard dialects. Paper presented at the NCTE conference, Honolulu, November 1967. Also in ERIC: ED 016 588.

Kean, J. M. The impact of head start: An evaluation of the effects of head start on children's cognitive and affective development. *Childhood Education*, 1970, *46*, 449-452.

Keislar, E.R. & Stern, C. Effects of dialect and instructional procedures on children's oral language production and concept acquisition. *Urban Education*, 1967, *3*(3), 169-176.

Keislar, E. R., Stern, C., Lombard, A., Trevor, G., Gonick, T. & Gupta, W. Instruction of socioeconomically handicapped pre-school children in the use of language to increase academic aptitude. Department of Education, University of California at Los Angeles, September 1967. In W. A. Stewart, *Research in progress: Social dialects of English*, Report no. 3, 1967, Center for Applied Linguistics, Washington, D. C.

Keislar, E. R. & Stern, C. The value of the spoked response in teaching listening skills to young children through programmed instruction. Final report, January 1969, California University, Los Angeles. Also in ERIC: ED 027 973.

Keller, S. The social world of the urban slum child: Some early findings. *American Journal of Orthopsychiatry*, 1963, *33*, 823-831.

Kendrick, S. A. Verbal ability: An obsolete measure. *Council Journal*, March 1968, *6*(6). Also in ERIC: ED 021 929.

Kennedy, G. The language of tests for young children. CSE working paper no. 7, February 1970, University of California, Los Angeles. Also in ERIC: ED 035 781.

Kenyon, J. S. Cultural levels and functional varieties. In L. F. Dean and K. G. Wilson (Eds.), Essays on language and usage. New York: Oxford University Press, 1963, 279-281.

Kenyon, J. S. & Knott, T. A. A pronouncing dictionary of American English. Springfield, Massachusetts: G and C Merriam Co., 1944.

Kimizuka, S. Teaching English in multiple linguistic environment. Report no. 1, April 1967. Available from ERIC: ED 012 908.

Kindergarten curriculum guide for Indian children: A bilingual bicultural approach. Report September 1968, National Association for the Education of Young Children, Washington, D. C. Also in ERIC: ED 031 318.

King, J. B. The most powerful educational weapon in our war on poverty: Teaching English to environmentally handicapped pupils and to pupils of foreign language background. Paper presented at the TESOL conference, New York, March 1966. In On teaching English to speakers of other languages, Series III, proceedings of the TESOL conference.

Kingston, A. J. & Weaver, W. W. Feasibility of cloze techniques for teaching and evaluating culturally disadvantaged beginning readers. Journal of Social Psychology, 1970, 82, 205-214.

Kinzel, P. F. Lexical and grammatical interference in the speech of a bilingual child. Studies in linguistics and language learning, volume I. Seattle: Washington University, 1964. Also in ERIC: ED 029 273.

Kirk, S. A. Language, intelligence, and the educability of the disadvantaged. In R. Corbin and M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

Kirkton, C. Classroom dramatics: Developing oral language skills. Elementary English, 1971, 48, 254-261.

Kirkton, C. M. Language acquisition and development: Some implications for the classroom. Elementary English, 1971, 48, 406-412.

Kitzhaber, A. Expansion of phrase structure rules and single-base transformations, language curriculum II, student version. Report no. CRF-H-149-24, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 153.

Kitzhaber, A. R. History of English, parts 3 and 4, old English to early modern, language curriculum V and VI, teacher and student versions. Report no. CRP-H-149-87, Oregon University, Eugene. Also in ERIC: ED 015 920.

Kitzhaber, A. R. Language curriculum I, language test 3, phrase structure rules, 13-18. Report no. CRP-H-149-93, Oregon University, Eugene. Also in ERIC: ED 015 927.

Kitzhaber, A. R. Language curriculum I, test for "varieties of English." Report no. CRP-H-149-94, University of Oregon, Eugene. Also in ERIC: ED 015 928.

Kitzhaber, A. R. A mature attitude toward usage, language curriculum VI, student version. Report no. CRP-H-149-86, Oregon University, Eugene. Also in ERIC: ED 015 919.

Kitzhaber, A. R. Oregon materials. University of Oregon, Eugene.

Kitzhaber, A. R. Phrase structure rules 13-18, language curriculum I, student version. Report no. CRP-H-149-18, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 147.

Kitzhaber, A. R. Review unit for phrase structure rules, language curriculum II, teacher version. Report no. CRP-H-149-23, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 152.

Kitzhaber, A. R. Sounds of English, writing systems, language curriculum II, student version. Report no. CRP-H-149-28, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 157.

Kitzhaber, A. R. Teacher's manual for double-base transformations, language curriculum II. Report no. CRP-H-149-27, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 156.

Kitzhaber, A. R. Teacher's manual for grammaticality and phrase structure rules 1-12, language curriculum I. Report no. CRP-H-149-17, University of Oregon, Eugene. Also in ERIC: ED 010 146.

Kitzhaber, A. R. Varieties of English, using the dictionary, language curriculum I, student version. Report no. CRP-H-149-20, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 149, ED 010 630 (Teacher version).

Kitzhaber, A. R. Varieties of English, using the dictionary, language curriculum I, teacher version. Report no. CRP-H-149-21, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 150, ED 010 049 (Student version).

Kleitsch, R. V. Teaching English as a second language, grades 7 - 12. San Diego: San Diego City Schools, Education Center, 1968. Also in ERIC: ED 027 128.

Klima, U. B. Evaluating the child's language competence. National Laboratory for Early Childhood Education, University of Illinois, Urbana, 1968. Also in ERIC: ED 019 141.

Kniefel, T. S. Programs available for strengthening the education of Spanish speaking students. Paper presented for the conference on teacher education for Mexican-Americans, 1969, Mexico State University, University Park, New Mexico. Also in ERIC: ED 025 366.

Knight, L. N. 1966-67 (year three) findings: A comparison of the effectiveness of intensive oral-aural English instruction, intensive oral-aural Spanish instruction, intensive aural instruction on the oral language and reading achievement of Spanish speaking second and third graders. Report 1969, University of Texas, Austin.

Knowlden, C. E. Teaching English language and mathematical symbolism to verbally disadvantaged kindergarten children. Doctoral dissertation, University of California, Los Angeles, 1966. Ann Arbor: University Microfilms, no. 67-4503. Also in ERIC: ED 029 883.

Knowlton, C. S. Spanish-American schools in the 1960's. Paper presented at the teacher orientation, New Mexico Schools, West Las Vegas, August 1966. Also in ERIC: ED 012 194.

Knudson, R. L. The effect of pupil-prepared videotaped dramas on the language development of selected rural children. *Dissertation Abstracts International*, 1970, no. 70-22,457.

Kochman, T. Black English in the classroom. In C. Cazden et al (Eds.), *The function of language in the classroom*. New York: Teacher's College Press, (in press).

Kochman, T. Culture and communication: Implications for black English in the classroom. *Florida FL Reporter*, 1969, *7*(1), 89-92, & 172-173.

Kochman, T. The lexicon of American Negro slang. Report. Department of American English and Linguistics, Illinois Teachers College, Chicago.

Kochman, T. Rapping in the black ghetto. *Trans-action*, February 1969, 26-34.

Kochman, T. Reading, culture and personality. *Florida FL Reporter*, Spring/Fall 1970, *8*(1 & 2), 24-26, & 49.

Kochman, T. Social factors in the consideration of teaching standard English. *Florida FL Reporter*, 1969, *7*(1), 87-88, & 157.

Kopp, J. L. I sees 'em as I calls 'em, hue discrimination and hue naming across cultures. Report no. BR-6-1784, September 1967,University of Michigan, Ann Arbor. Also in ERIC: ED 017 900.

Kopp, O. W. The evaluation of oral language activities: Teaching and learning. In W. T. Petty (Ed.), *Research in oral language*. Urbana: NCTE, 1969.

Kraft, M. Where do I go from here? A handbook for continuing language study in the field. Report 1966, Peace Corps, Washington, D. C. Also in ERIC: ED 012 925.

Krauss, R. M. & Glucksberg, S. Some aspects of verbal communication in children. Paper presented at the American Psychological Association, Chicago, September 1965.

Kreidler, C. W. The influence of linguistics in school grammar. *Linguistic Reporter*, CAL newsletter, 1966, *8*(6).

Kreidler, C. S. (Ed.) Panel II: Language and society. In *Georgetown University monograph series on language and linguistics*, 1965, *18*, 69-136. Washington, D. C.: Georgetown University, 1965.

Kurath, H. Interrelation between regional and social dialects. In H. G. Lunt (Ed.), Proceedings of the ninth international congress of linguists. The Hague: Mouton, 1964.

Kurath, H. Regionalism in American English. In R. F. Hogan (Ed.), *The English language in the school program*. Urbana: NCTE, 1966.

Kurath, H. *A word geography of the Eastern United States*. Ann Arbor: University of Michigan Press, 1949.

Labov, W. Contraction, deletion, and inherent variability of the English copula. Paper presented at the annual meeting of the Linguistic Society of America, Chicago, December 1967. Also in ERIC: ED 027 514.

Labov, W. The effect of social mobility on linguistic behavior. Sociological Inquiry, 1966, 36(2), 186-203.

Labov, W. Hypercorrection by the lower middle class as a factor in linguistic evaluation. In W. Bright (Ed.), Sociolinguistics. The Hague: Mouton, 1966, 84-113.

Labov, W. Linguistic research on the non-standard English of Negro children. In A. Dove (Ed.), Problems and practices in the New York City schools. New York: New York City schools, 1965.

Labov, W. The linguistic variable as a structural unit. Washington Linguistics Review, 1966, 3. Also in ERIC: ED 010 871.

Labov, W. The logic of non-standard English. Florida FL Reporter, 1969, 7(1). 60-75, & 169.

Labov, W. The non-standard vernacular of the Negro community: Some practical suggestions. In Language education for the disadvantaged, Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C. Also in ERIC: ED 016 947.

Labov, W. A note on the relation of reading failure to peer-group status in urban ghettos. Florida FL Reporter, 1969, 7(1), 54-57, & 167.

Labov, W. On the mechanism of linguistic change. Georgetown University monograph series on language and linguistics, 1965, 18, 91-114.

Labov, W. Phonological correlates of social stratification. American Anthropologist, December 1964, 164-176.

Labov, W. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City. Report 1965, Columbia University, New York. Also in ERIC: ED 003 819.

Labov, W. The reflection of social processes in linguistic structure. In J. A. Fishman (Ed.), Readings in the sociology of language. The Hague: Mouton, 1968, 240-251.

Labov, W. The social stratification of English in New York City. Washington, D. C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 012 927.

Labov, W. Some sources of reading problems for Negro speakers of non-standard English. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 010 688.

Labov, W. Stages in the acquisition of standard English. In R. W. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965.

Labov, W. The study of non-standard English. Urbana: NCTE, 1970. Also in ERIC: ED 024 053.

Labov, W. & Cohen, P. Some suggestions for teaching standard English to speakers of nonstandard dialects. New York: Columbia University, 1967. Also in ERIC: ED 016 948.

Labov, W. & Cohen, P. Systematic relations of standard rules in the grammars of Negro speakers. New York: Columbia University, 1967. Also in ERIC: ED 016 946.

Labov, W., Cohen, P., & Robins, C. A study of the structure of English used by Negro and Puerto Rican speakers in New York City. Final report, Cooperative Research Project no. 3091, 1965, Columbia University, New York.

Labov, W., Cohen, P., Robins, C., & Lewis, J. A study of non-standard English of Negro and Puerto Rican speakers in New York City. Volume I: Phonological and grammatical analysis. Cooperative Research Project no. 3288, 1968, Columbia University, New York. Also in ERIC: ED 028 423.

LaBrant, L. Untapped resources of Negro students. Negro American Literature Forum, 1967, 1, 15-17. Also in ERIC: ED 018 435.

La Civita, A., Kean J., & Yamamoto, K. Socio-economic status of children and acquisition of grammar. Journal of Educational Research, 1966, 60, 71-74.

Lado, R. Language teaching, a scientific approach. New York: McGraw-Hill, 1964. Also in ERIC: ED 015 704.

Lado, R. Language, thought and memory in linguistic performance, a thought view. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 031 704.

Lado, R. & Fries, C. C. English pattern practices. Ann Arbor: University of Michigan, 1942.

Lado, R. & Fries, C. C. English pronunciation. Ann Arbor: University of Michigan, 1958.

Lado, R. & Fries, C. C. English sentence patterns. Ann Arbor: University of Michigan, 1957.

Lakoff, R. Language in context. Ann Arbor: University of Michigan, May 1971 (Prepublication version).

Lakoff, R. Transformational grammar and language teaching. Language Learning, 19(1 & 2), 117-140.

Lambert, W. E. Psychological aspects of motivation in language learning. Florida FL Reporter, 1969, 7(1), 95-97, & 169.

Lambert, W. E. & Tucker, B. B. White and Negro listener's reactions to various American English dialects. Social Forces, 1969, 8, 463-468.

Lamberts, J. J. Basic concepts for teaching from structural linguistics. English Journal, March 1960, 172-176.

Lance, D. M. A brief study of Spanish English bilingualism: Final report. Research project ORR-Liberal Arts-15504, no. RP-ORR-LA-15504, 1969, Texas A and M University, College Station, Texas. Also in ERIC: ED 032 529.

Lane, H., Caroline, L. & Curran, C. The perception of general American English by speakers of southern dialects. Report, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor, 1967. Also in ERIC: ED 016 974.

Language development in disadvantaged children: An annotated bibliography. Report August 1968, ERIC Clearinghouse for Urban Disadvantaged, Yeshiva University, New York. Also in ERIC: ED 026 414.

Language needs in a multi-cultural society. A resolution passed by the National Council of Teachers of English at the fifty-eighth annual meeting, 1968. College English, February 1969, 30(5).

Language programs for the disadvantaged. Report of the NCTE task force on teaching English to the disadvantaged. Urbana: NCTE, 1965. Also in ERIC: ED 036 506.

Language varies by place: American English, Unit 1101. Report 1968, Center for Curriculum Development in English, University of Minnesota, Minneapolis. Also in ERIC: ED 028 178.

Larsen, M. B. Regional variations among Negro dialect in selected Eastern cities. Unpublished paper, 1967, Center for Applied Linguistics, Washington, D. C.

Larsen, V. S. & Larsen, C. H. Reactions to pronunciations. In R. I. McDavid and W. M. Austin (Eds.), Communication barriers for the culturally deprived. Report no. CRP-2107, 1966, University of Chicago, Chicago.

Larson, J. et al. Michigan oral language test. University of Michigan, Ann Arbor, 1970.

Lavatelli, C. B. (Ed.) Problems of dialect. Available from ERIC: ED 025 300.

Lawton, D. Social class language and education. London: Routledge Kegan Paul, Ltd., 1968.

Leamon, M. P. Indiana University honors program in foreign languages for high school students. Paper presented at Pacific Northwest conference, Spokane, Washington, March 1967. Also in ERIC: ED 021 502.

Leaverton, L. et al. *Psycholinguistics oral language program: A bidialectal approach*. Experimental edition, part 1. Chicago: Chicago Board of Education, 1968. Also in ERIC: ED 034 970.

Leaverton, L. et al. *The psycholinguistics reading series: A bidialectal approach*. Teacher's manual. Chicago: Chicago Board of Education, 1969. Also in ERIC: ED 034 981.

Leaverton, L. & Gladney, M. R. A model for teaching English to nonstandard English speakers. *Elementary English*, 1968, *45*, 758-763.

Lee, J. M. Studies of economically deprived elementary children in southern Illinois; a summary of four doctoral dissertations. Report October 1966, Southern Illinois University, Carbondale, Illinois. Also in ERIC: ED 021 886.

Lee, P. Dialectal tolerance in language learning. Paper presented at the annual meeting of the Chinese Language Teachers Association, New York City, December 1968. Also in ERIC: ED 030 867.

Lee, R. R. Linguistics, communication and behavioral objectives remedial curriculum. *Speech Teacher*, January 1971, 1-9.

Lee, R. R. Preliminaries to language intervention. *Quarterly Journal of Speech*, 1970, *56*, 270-276.

Lee, R. R. The social evaluation of speech: Implications from the laboratory to the classroom. Unpublished paper, 1971, Florida State University.

Lee, W. R. Thoughts on contrastive linguistics in the context of language teaching. In *Report of the 19th annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 022 161.

Lefevre, C. A. A space age fable. Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C.

Legum, S. E., Williams, C. E. & Lee, M. T. Social dialects and their implications for beginning reading instruction. Inglewood, California: Southwest Regional Laboratory for Educational Research and Development, 1969.

Lenneberg, E. H. *Biological foundations of language*. New York: John Wiley and Sons, Inc., 1967. Also in ERIC: ED 015 480.

Lenneberg, E. H. A biological perspective of language. In E. H. Lenneberg (Ed.), *New directions in the study of language*. Cambridge: MIT Press, 1964, 65-88.

Lenneberg, E. H. The natural history of language. In F. Smith and G. A. Miller (Eds.), *The genesis of language*. Cambridge, Massachusetts: MIT Press, 1966, 187-207.

Lenneberg, E. H. On explaining language. *Science*, 1969, *164*(3880), 635-643. Also in ERIC: ED 030 112.

Leon, M. Reflexions sur le laboratoire de langue et la linguistique appliquee (Thoughts on the language laboratory and applied linguistics). *Canadian Modern Language Review*, 1970, *26*(3), 16-23. Also in ERIC: ED 021 677.

Lerman, P. Argot, symbolic deviance and subcultural delinquency. *American Sociological Review*, 1967, *32*, 209-224.

Lesser, G. S., Fifer, G. & Clark, D. H. Mental abilities of children in different social and cultural groups. Monograph Social Research Child Development, 1965, *30*(4), serial no. 102.

Leton, D. A. Computer program to convert word orthography to phoneme equivalents. Final report November 1969, Hawaii University, Honolulu. Also in ERIC: ED 038 266.

Levin, M. K. A survey of linguistic units in the high schools. Report no. TDR-66-5, December 1966, Educational Testing Service, Princeton, New Jersey. Also in ERIC: ED 016 639.

Levin, S. R. Comparing traditional and structural grammar. In H. B. Allen (Ed.), *Readings in applied linguistics*. New York: Appleton-Century-Crofts, 1964, 46-53.

Levine, L. & Crockett, H. J., Jr. Friends influence on speech. *Sociological Inquiry*, 1967, *37*, 109-128.

Levine, L. & Crockett, H. J., Jr. Speech variation in a Piedmont community: Postvalic r. In S. Lieberson (Ed.), Explorations in sociolinguistics. *IJAL*, October 1967, 76-98.

Levy, A. W. The effects of teacher behavior on the language development of head start children. *Dissertation Abstracts International*, 1970, *30*, 3835A.

Liberman, A. M., Cooper, F. S., Shankweiler, D. P. & Studdert-Kennedy, M. Perception of the speech code. *Psychological Review*, November 1967, *74*(6), 431-461.

Lieberson, S. (Ed.) *Explorations in sociolinguistics*. The Hague: Mouton, 1966.

Light, R. L. On language arts and minority group children. Paper presented at the annual NCTE convention, Washington, D. C., November 1967.

Light, R. L. The schools and the minority child's language. Available from ERIC: ED 047 320.

Light, R. L. Some observations concerning black childrens' conversations. *English Record*, April 1967, 155-167.

Light, R. L. Syntactic structures in a corpus of non-standard English. *Dissertation Abstracts International*, 1970, *30*, 4436A.

Light, T. The three dimensions of grammar for teaching English as a foreign language. TESOL Quarterly, December 1968, 2(4), 219-231.

Lin, S. C. A developmental English program for the culturally disadvantaged. College Composition and Communication, December 1965, 16(5), 273-276.

Lin, S. C. Disadvantaged student or disadvantaged teacher? English Journal, May 1967, 56(5), 751-756.

Lin, S. C. Experiment in changing dialect patterns: The Chaflin project. College English, May 1963, 24, 644-647.

Lin, S. C. Pattern practice in a freshman English program. In R. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1964, 57-62.

Lin, S. C. Pattern practice in the teaching of English to students with a nonstandard dialect. Report 1965, Bureau of Publications, Teachers College, Columbia University, New York.

Linguistic bibliography for the teacher of English, revised edition. Report 1968, Minnesota Council of Teachers of English, Duluth, Minnesota. Also in ERIC: ED 019 670.

Linguistic, cultural, and education background: Problems and needs. In The study of the problems of teaching English to American Indians, July 1967.

Linguistic cultural differences and American education. Special issue, Florida FL Reporter, 1969, 7(1).

Linguistics and the language arts, special report. Grade Teacher, March 1969.

Lissitz, R. W. & Cohen, S. L. A brief description and evaluation of the Syracuse oral language development program. Reading Teacher, October 1970, 24(1), 47-50.

Lloyd, D. Sub-cultural patterns which affect language and reading development. In B. J. Weiss (Ed.), Language, linguistics, and school programs. Urbana: NCTE, 1963, 37-54.

Loban, W. D. The language of elementary school children. Urbana: NCTE, 1963.

Loban, W. D. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

Loban, W. D. A sustained program of language learning. In R. Corbin and M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

Loflin, M. D. Negro nonstandard and standard English: Same or different deep structure? Center for Research in Social Behavior, March 1969, University of Missouri, Columbia.

Loflin, M. D. A note on the deep structure of non-standard English in Washington, D. C. Washington, D. C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 010 875.

Loflin, M. D. On the structure of the verb in a dialect of American Negro English. Report no. TR-26, Center for Research in Social Behavior, September 1967, University of Missouri, Columbia. Also in ERIC: ED 035 857.

Loflin, M. D. A teaching problem in non-standard Negro English. English Journal, December 1967, 56(9), 1312-1314.

Loman, B. Conversations in a Negro American dialect. Washington, D. C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 013 455.

Loman, B. Intonation patterns in a Negro American dialect: A preliminary report. Washington, D. C.: Center for Applied Linguistics, 1967.

Long, R. A. The Uncle Remus dialect: A preliminary linguistic view. Paper presented at the Southeastern conference on linguistics, Florida State University, Tallahassee, March 1969. Also in ERIC: ED 028 416.

Lopez, J. K. The Mexican-American curriculum study. Report of a coupled basic education--on the job training program for monolingual Mexican-Americans. Report 1968, California State Department of Education, Sacramento. Also in ERIC: ED 028 853.

Loughlin, R. L. Giving the disadvantaged a boost in English. College English, November 1965, 27(2), 157. Also in ERIC: ED 029 911.

Luelsdorff, P. A. Standard English for urban blacks. Unpublished paper, Spring 1970, University of Wisconsin, Madison.

Lyons, J. Introduction to theoretical linguistics. Cambridge: University Press, 1968.

MacKay, D. Language standards and attitudes: A response. In A. H. Marckwardt (Ed.), Language and language learning. Dartmouth Seminar papers. Urbana: NCTE, 1968.

MacLean, J. B. Whither modern languages? Forum, January 1971, 3(1), 12-18. Also in ERIC: ED 048 788.

MacLeish, A. Composing pattern practice drills. Paper presented at TESOL conference, New York, March 1966.

MacLeish, A. A glossary of language. In A. Lazarus, A. MacLeish & W. Smith, A glossary of literature and language. New York: Grossett and Dunlap, 1971, 327-462.

MacLeish, A. Questions and directed discourse. TESOL Quarterly, December 1968, 2(4), 262-267.

MacLeish, A. Writing pattern practice drills. In B. W. Robinett (Ed.), On teaching English to speakers of other languages, series III. Washington, D. C.: Georgetown University Press, 1967, 141-148.

Macnamara, J. (Ed.) Problems of bilingualism. Journal of Social Issues, 1967, 23(2). Also in ERIC: ED 024 034.

Malkoc, A. M. & Roberts, A. H. Bi-dialectalism: A special report from CAL/ERIC. English Journal, February 1971, 60, 279-288.

Malkoc, A. M. & Roberts, A. H. Bilingual education: A special report from CAL/ERIC. English Journal, 1970, 59, 721-729.

Mallis, J. An experiment with the new grammar. English Journal, October 1957.

Malmstrom, J. Dialects - updated. Florida FL Reporter, 1969, 7(1), 47-49, & 168.

Malmstrom, J. Dictionaries, dialects, and changing usage. In R. F. Hogan (Ed.), The English language in the school program. Urbana: NCTE, 1966, 197-205.

Malmstrom, J. The dimensions of usage. In R. F. Hogan (Ed.), The English language in the school program. Urbana: NCTE, 1966, 113-123.

Malmstrom, J. Language in society. New York: Hayden, 1965.

Malmstrom, J. Linguistic atlas findings versus textbook pronouncements on current American usage. English Journal, 1957, 48, 191-198.

Malmstrom, J. Love me or leave me but don't waste the time: Dialects in today's schools. English Record, April 1971, 102-108.

Malmstrom, J. Teaching linguistically in elementary school. Florida FL Reporter, Spring/Fall 1970, 8(1 & 2), 31-48.

Malmstrom, J. & Ashley, A. Dialects U.S.A. Urbana: NCTE, 1963, (out of print).

Malmstrom, J. & Lee, J. Teaching English linguistically; principles and practices for high school. New York: Appleton-Century-Crofts, 1971. Also in ERIC: ED 052 199.

Marckwardt, A. H. The concept of standard English. In The discovery of English. NCTE 1971 distinguished lectures. Urbana: NCTE, 1971, 14-36.

Marckwardt, A. H. (Ed.) Language and language learning. Dartmouth seminar papers. Urbana: NCTE, 1968.

Marckwardt, A. H. Language and standards and attitudes. In A. H. Marckwardt (Ed.), Language and language learning. Dartmouth seminar papers. Urbana: NCTE, 1968.

Marckwardt, A. H. Linguistics and the teaching of English. Bloomington, Indiana: Indiana University Press, 1966.

Marckwardt, A. H. What a thing it is. In J. E. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

Markel, N. N. & Sharpless, C. A. Socio-economic and ethnic correlates of dialect differences. Paper presented at Linguistic Society of America annual meeting, New York, December 1968. Also in ERIC: ED 031 703.

Marquardt, W. F. Creating empathy through literature between the members of the mainstream culture and the disadvantaged learners of the minority cultures. Florida FL Reporter, 1969, 7(1), 133-141, & 157.

Marquardt, W. F. Language interference in reading. Reading Teacher, 1964, 18, 214-218.

Martin, J. H. Technology and the education of the disadvantaged. Report 1968, Office of Education, Washington, D. C. Also in ERIC: ED 031 293.

Massad, C. E. Language thought processes in children from differing socio-economic levels. Paper presented at International Reading Association conference, Boston, April 1968. Also in ERIC: ED 022 636.

Matthies, B. F. TESOL at the 5 & 10. TESOL Quarterly, December 1968, 2(4), 280-284.

Mattleman, M. S. & Emans, R. L. The language of the inner-city child: A comparison of Puerto Rican and Negro third grade girls. Available from ERIC: ED 033 156.

Maxwell, J. C. To the editor, riposte. English Journal, April 1970, 59(4).

Maxwell, J. C. & Long, B. K. Backgrounds in language. Urbana: NCTE, 1970. Also in ERIC: ED 050 122.

Maxwell, J. C. et al. Development of programmed inservice training on dialects. Paper presented at the annual AERA convention, Minneapolis, March 1970. Also in ERIC: ED 038 367.

Maxwell, J., Hess, K. & Long, B. *Dialects and dialect learning.* To be published by NCTE, Urbana.

Maxwell, J. & Tovatt, A. (Ed.) *On writing behavioral objectives for English*. Urbana: NCTE, 1970. Also in ERIC: ED 040 211.

May, F. B. The effects of environment on oral language development: I. In W. T. Petty (Ed.), *Research in oral language*. Urbana: NCTE, 1967.

Maynes, J. O., Jr. Bilingual education in Arizona. Bilingual programs in the southwest, report no. R-3, November 1967, National Council of Foreign Language Teachers, El Paso, Texas. Also in ERIC: ED 017 385.

McCaffrey, A. et al. Communicative competence and the disadvantaged child: A study of the relationship between language models and the development of communication skills in disadvantaged preschoolers. Final report, September 1970, Harvard University, Cambridge. Also in ERIC: ED 047 806.

McCallig, R. A. How not to analyze the syntax of children: A critique and a proposal. *Elementary English*, 1970, *47*, 612-618.

McCarthy, J. L. G. Changing parent attitudes and improving language and intellectual abilities of culturally disadvantaged four-year-old children through parental involvement. Submitted in partial fulfillment of requirements for Doctor of Education degree, June 1968, Indiana University, Bloomington, Indiana. Also in ERIC: ED 027 942.

McClafferty, J. et al. Foreign language innovative curricula studies; end of grant period report. Title III, ESEA 1968-1969. Report 1969, Ann Arbor Public Schools, Michigan. Also in ERIC: ED 035 327.

McDavid, R. I., Jr. American social dialects. *College English*, 1965, *26*, 254-260.

McDavid, R. I., Jr. A checklist of significant features for discriminating social dialects. In E. L. Evertts (Ed.), *Dimensions of dialect*. Urbana: NCTE, 1967, 7-10. Also in H. B. Allen & G. Underwood (Eds.), *Readings in American social dialects*. New York: Appleton, Century, Crofts, 1971, 468-473.

McDavid, R. I., Jr. The cultural matrix of American English. *Elementary English*, January 1965, 13-21.

McDavid, R. I., Jr. Dialect differences and social differences in an urban society. In R. F. Hogan (Ed.), *The English language in the school program*. Urbana: NCTE, 1966, 185-196.

McDavid, R. I., Jr. Dialect geography and social science problems. *Social Forces*, 1946, *25*, 168-172. Also in H. B. Allen & G. Underwood (Eds.), *Readings in American social dialects*. New York: Appleton, Century, Crofts, 1971, 357-365.

McDavid, R. I., Jr. Dialectology and the teaching of reading. In J. Baratz and R. Shuy (Eds.), *Teaching black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969, 1-13.

McDavid, R. I., Jr. (Ed.) An examination of the attitudes of the NCTE toward language. Research report no. 4, 1965, NCTE, Urbana.

McDavid, R. I., Jr. Historical, regional and social variation. Journal of English Linguistics, March 1967, 1, 25-40. Also in A. L. Davis (Ed.), American dialects for English teachers. Urbana: ISCPET, May 1969, 3-12.

McDavid, R. I., Jr. Postvalic -r in South Carolina: A social analysis. American Speech, 1948, 23, 194-203.

McDavid, R. I., Jr. Sense and nonsense about American dialects. In H. B. Allen & G. Underwood (Eds.), Readings in American dialectology. New York: Appleton, Century, Crofts, 1971, 36-53.

McDavid, R. I., Jr. Social dialects: Cause or symptom of social maladjustment? In R. W. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965, 3-9.

McDavid, R. I., Jr. Social dialects and professional responsibility. College English, February 1969, 30(5), 381-385.

McDavid, R. I., Jr. Some notes on Acadian English. In A. L. Davis et al, Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

McDavid, R. I., Jr. System and variety in American English. In A. Frazier (Ed.), New directions in elementary English. Urbana: NCTE, 1967, 125-139.

McDavid, R. I., Jr. A theory of dialect. In J. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

McDavid, R. I., Jr. Variations in standard American English. In A. L. Davis (Ed.), On the dialects of children. Urbana: NCTE, 1968.

McDavid, R. I., Jr., Austin, W. M. & Davis, A. L. Communication barriers for the culturally deprived. Report no. CRP-2107, 1966, University of Chicago, Chicago. Also in ERIC: ED 010 152.

McDavid, R. I., Jr. & McDavid, V. G. The relationship of the speech of American Negroes to the speech of whites. American Speech, 1951, 26, 3-17.

McDowell, N. A. A study of the academic capabilities and achievements of three ethnic groups: Anglo, Negro and Spanish surnames, in San Antonio, Texas. Austin: University of Texas, 1966.

McGill, A. J. The effectiveness of the use of puppets in oral language development of culturally disadvantaged first-grade children. Dissertation Abstracts International, 1971, 31, 5041A.

McKay, J. R. A partial analysis of a variety of nonstandard Negro English. Dissertation Abstracts International, 1970, 30, 4967A.

McKenzie, K. S. Language: The great barrier. English Quarterly, 1969, 2(2), 37-42. Also in ERIC: ED 030 879.

McNamara, J. R. et al. Evaluation of the effects of head start experience in the area of self-concept, social skills, and language skills. Prepublication draft. Report July 1968, Dade County Board of Public Instruction, Miami, Florida. Also in ERIC: ED 028 832.

McNeil, S. Stop the bad trips with language arts accountability in the megalopolis. Paper presented at the NCTE convention, Washington, D.C., 1969.

McNeill, D. Developmental psycholinguistics. In F. Smith and G. A. Miller (Eds.), Genesis of language. Cambridge, Massachusetts: MIT Press, 1966, 15-84.

Meckel, H. C. Research on teaching composition and literature. In N. L. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally Co., 1963.

Metz, F. E. Poverty, early language deprivation, and learning ability. In E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

Michigan State Department of Education. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: American Council on the Teaching of Foreign Languages, 1970. Also in ERIC: ED 039 816.

Michigan State Department of Public Instruction. The disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Department, Lansing. Also in ERIC: ED 013 858.

Mickelson, N. I. & Galloway, C. G. Cummulative language deficit among Indian children. Paper presented at the seventh Canadian Conference on Educational Research, Victoria, British Columbia, 1969. Also in ERIC: ED 030 864.

Midkiff, D. R. & Midkiff, R. Using transformation grammar theory to rebuild language confidence in slow learners in the junior high school. Report no. ESEA-3, 1968, Rome City School System, Rome City, Georgia. Also in ERIC: ED 030 101.

Migrant primary interdisciplinary program. State of Michigan, Ann Arbor.

Milligan, J. L. A study of the effects of a group language development program upon the psycholinguistic abilities and later beginning reading success of kindergarten children. Report 1965, Washington State University, Pullman, Washington. Also in ERIC: ED 031 315.

Milwaukee Public Schools. Program for developing speech and language skills in the educationally deprived child through the utilization of the specialized training of speech therapists, September 6, 1966--June 16, 1967. Program evaluation. Report 1967, Division of Curriculum and Instruction, Milwaukee Public Schools, Milwaukee. Also in ERIC: ED 029 058.

Minnesota Chippewa Indians. A handbook for teachers by D. A. Crawford, D. Peterson, and V. Wurr. Upper Midwest Regional Educational Laboratory, 1967. (Out of print). Available from ERIC: ED 017 383.

Modiano, N. Bilingual education for children of linguistic minorities. American Indigena, 1968, 28, 405-414.

Modiano, N. A comparative study of two approaches to the teaching of reading in the national language. Report no. CRP-s-237, 1966, New York University. Also in ERIC: ED 010 049.

Modiano, N. National or mother language in beginning reading: A comparative study. Research in the Teaching of English, 1968, 1, 32-43.

Modiano, N. Where are the children? Florida FL Reporter, 1969, 7(1), 93-94, & 170.

Modiano, N. The Whorfian hypothesis among the poor. Paper presented at the American Orthopsychiatric Association convention, New York, April 1969.

Mohr, E. V. Inference expressed by 'should' and 'must'. Florida FL Reporter, 1969, 7(1), 108-109, & 167.

Monlouis, W. D. Higher education opportunities for high-risk disadvantaged students: A review of the literature. Currents '70, February 1970, (1). Also in ERIC: ED 035 787.

Monsees, E. K. & Berman, C. Speech and language screening in a summer headstart program. Journal of Speech and Hearing Disorders, 1968, 33(2). Also in ERIC: ED 019 672.

Moore, M. J. A preliminary bibliography of American English dialects. Washington, D. C.: Center for Applied Linguistics, November 1969. Also in ERIC: ED 033 327.

Moore, O. K. & Anderson, A. R. Some principles of clarifying educational environments. Report 1968, University of Pittsburgh R and D Center, Pittsburgh.

Morris, E. P. Transcription of Negro child's English. In A. L. Davis et al. (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Mosley, J. N., Jr. Perceptions of teachers of English regarding certain oral activities in the classroom (grades 7-12). Doctoral dissertation, University of Alabama, 1967. Ann Arbor, Michigan: University Microfilms, no. 68-1056. Also in ERIC: ED 031 478.

Moulton, W. G. A linguistic guide to language learning. New York: Modern Language Association of America, 1966. Also in ERIC: ED 015 701.

Mowrer, D., Baker, R., & Schutz, R. Operant procedures in control of speech articulation in text operant procedures in remedial speech and language training. Boston: Houghton Mifflin.

Moyer, H. O. Can ear-training improve English usage? Elementary English, April 1956, 33, 216-219.

Moyne, J. A. Towards the understanding of natural languages by machines. Report no. TR-BPC-2, October 2, 1967, International Business Machines Corp., Cambridge, Massachusetts. Also in ERIC: ED 037 697.

Mukerji, R. & Robison, H. F. A head start in language. In E. L. Evertts (Ed.), Dimensions of dialect. Urbana, NCTE, 1967.

Munkres, A. Helping children in oral communication. New York: Columbia University, Teachers College Press, 1959.

Naremore, R. C. Teachers' judgments of children's speech: A factor analytic study of attitudes. Speech Monographs, March 1971, 38, 17-27.

Nash, R. Intonational interference in the speech of Puerto Rican bilinguals, an instrumental study based on oral readings of a Juan Bobo story. Available from ERIC: ED 024 939.

National Council of Teachers of English. The continuing education of teachers of English. Urbana: NCTE, 1964.

National Council of Teachers of English. National interest and the teaching of English. Urbana: NCTE, 1960.

Neufeld, J. Directions in language. English Quarterly; a publication of the Canadian Council of Teachers of English, Summer 1968, 1(1), 109-114. Also in ERIC: ED 022 762.

New York University. The Deutsch model--Institute for Developmental Studies. Report 1968, New York University, Institute for Developmental Studies, New York. Also in ERIC: ED 020 009.

Nilsen, D. L. F. A generative bibliography for English teachers. In English language and the school program. Urbana: NCTE, 1966.

Nilsen, D. L. F. & Nilsen, A. P. Pronunciation contrasts in English. New York: Simon and Schuster, 1971. Also in ERIC: ED 048 585.

Nonstandard dialect. Urbana: NCTE, 1968. Also in ERIC: ED 021 248.

Oakland, T. Relationships between social class and phonemic and nonphonemic auditory discrimination ability. Paper presented at the AERA convention, Los Angeles, February 1969. Also in ERIC: ED 031 383.

Ohannessian, S. *A study of the problems of teaching English to American Indians: Report and recommendations*. Washington, D. C.: Center for Applied Linguistics, 1967.

Ohannessian, S., Kreidler, C. J., & Dwight, B. (Eds.) Reference list of materials for English as a second language, part 2--background materials and methodology. Washington, D. C.: Center for Applied Linguistics, 1966.

Olim, E. G. Relationships of mothers' language styles to the cognitive styles of urban preschool children. Report no. BR-5-8007, 1965. Available from ERIC: ED 019 633.

Olim, E. G. et al. Maternal language styles and their implications for children's cognitive development. Available from ERIC: ED 012 282.

Olsen, J. The verbal ability of the culturally different. *Reading Teacher*, 1965, *18*, 552-556.

Olson, D. R. Language acquisition and cognitive development. Paper presented at the International Conference on Social Cultural Aspects of Mental Retardation, Nashville, Tennessee, June 1968. Also in ERIC: ED 049 811.

Olstad, C. (Ed.) Bilingual education in three cultures, annual conference of the Southwest Council for Bilingual Education, 1968, El Paso. Las Cruces, New Mexico: New Mexico State University, Department of Modern Languages, 1968. Also in ERIC: ED 027 515.

O'Neil, W. Paul Roberts' rules of order: The misuse of linguistics in the classroom. *Urban Review*, 1968, *2*(7), 12, 17.

O'Neil, W. Transformational dialectology: Phonology and syntax. In L. E. Schmitt (Ed.), Verhandlungen des Zweiten Internationalen Dialektolgenkongress, Marburg/Lahn, September 1965, *2*, 629-638.

O'Piela, J. M. Pilot study of five methods of presenting the summer head start curricular program. Report March 1968, Detroit Public Schools, Detroit. Also in ERIC: ED 021 622.

Oral language materials, Wakulla County. ESEA Title III, project no. K-4, Wakulla County, CAI Center, Crawfordville, Florida.

Orsini, B. New road for young migrants. *Southern Education Report*, March 1968, *3*(7). Also in ERIC: ED 020 987.

Ortego, P. English oriented schools cause Chicano educational failures. *AAUW Journal*, August 1971, *6*.

Osborn, J. Instructional language for educationally disadvantaged. Paper presented at the NCTE convention, Atlanta, 1970.

Osborn, J. Teaching a teaching language to disadvantaged children. Institute of Research on Exceptional Children, Illinois University, Urbana, Also in ERIC: ED 015 021.

Osser, H. Language control in a group of head start children. Report no. OEO-510, Johns Hopkins University, Baltimore, Maryland. Also in ERIC: ED 020 789.

Osser, H. Social-class factors in the language development of preschool children. Department of Pediatrics, Johns Hopkins Hospital, Baltimore, Maryland.

Osser, H. Speech development in children with emphasis on the development of syntax in urban children who speak a nonstandard dialect. Johns Hopkins Hospital, Baltimore, Maryland.

Osser, H. The syntactic structures of 5 year old culturally deprived children. Report no. OEO-510, April 1966, Johns Hopkins University, Baltimore, Maryland. Also in ERIC: ED 020 788.

Osser, H. et al. A study of the communicative abilities of disadvantaged children. Final report. Report no. OEO-2402, January 1968, Johns Hopkins University, School of Medicine, Baltimore, Maryland. Also in ERIC: ED 032 119.

Osser, H., Wang, M. D. & Zaid, F. The young child's ability to imitate and comprehend speech: A comparison of two subcultural groups. Child Development, 1969, 40, 1063-1076.

Ott, E. The bilingual education program of the Southwest Education Development Laboratory. Florida FL Reporter, 1969, 7(1), 147-148, 159.

Ott, E. Instructional improvement program in language and reading for selected subculture groups in the Southwest. Available from ERIC: ED 026 228.

Ott, E. A study of levels of fluency and proficiency in oral English of Spanish-speaking school beginners. Austin: University of Texas, 1967.

Our changing language. (Record), New York: McGraw-Hill.

Owens, T. R. et al. Annual evaluation report of the Hawaii English project for 1969-1970. Report 1970, Hawaii Curriculum Center, Hawaii University, Honolulu. Also in ERIC: ED 050 103.

Packer, A. B. Sylvia Ashton-Warner's methods tried in 4 U. S. cities. Florida University, Gainesville. Also in ERIC: ED 033 838.

Painter, G. *Infant education*. San Rafael, California: Dimensions Publishing Co., 1968. Also in ERIC: ED 033 760.

Parker, L. D. Effects of teacher training in the use of multiracial elementary school language arts materials. Doctoral dissertation, Boston University, 1970. Ann Arbor: University Microfilms, no. 70-22,471. Also in ERIC: ED 050 101.

Passow, A., Goldberg, M. & Tannenbaum, A. *Education of the disadvantaged.* New York: Holt, Rinehart and Winston, 1967.

Pearson, J. R., Jr. & Reese, J. R. Project grammar: The linguistic and language preparation of secondary school teachers of English. Urbana: ISCPET, March 1969.

Pederson, L. A. Middleclass Negro speech in Minneapolis. *ORBIS Bulletin International de Documentation Linguistique*, 1967, *16*(2).

Pederson, L. A. The pronunciation of English in metropolitan Chicago. *Publication of the American Dialect Society*, November 1965, 1-71.

Pederson, L. A. Social dialects and the disadvantaged. In R. Corbin and M. Crosby (Eds.), *Language programs for the disadvantaged*. Urbana: NCTE, 1965.

Pederson, L. A. Social factors in southern regional dialects. Paper presented at NCTE convention, Washington, D. C., 1969.

Pederson, L. A. Some structural differences in the speech of Chicago Negroes. In R. Shuy (Ed.), *Social dialects and language learning*. Urbana: NCTE, 1965, 28-51.

Pederson, L. A. & Stewart, W. A. Nonstandard Negro speech in Chicago. In *Non-standard speech and the teaching of English*, Language information series no. 2. Washington, D. C.: Center for Applied Linguistics, 1964.

Peisach, E. C. Children's comprehension of teacher and peer speech. *Child Development*, 1965, *30*, 467-480.

Pena, A. A. A comparative study of selected syntactical structures of the oral language status in Spanish and English of disadvantaged first grade Spanish speaking children. Austin: University of Texas, 1967.

Petersen, R. O. H. et al. Teaching standard English as a second dialect to primary school children in Hilo, Hawaii. Two volumes. Washington, D. C.: U. S. Office of Education, October 1969.

Petrini, A. M. ESOL-SESD guide: Kindergarten. Ann Arbor: University of Michigan, 1969. Also in ERIC: ED 033 748.

Petty, W. T. (Ed.) *Research in oral language.* Urbana: NCTE, 1969.

Petty, W. T. & Starkey, R. J. Oral language and personal and social development. In W. T. Petty (Ed.), *Research in oral language.* Urbana: NCTE, 1969.

Phillips, J. The effects of the examiner and the testing situation upon the performance of culturally deprived children. Phase 1--intelligence and language ability test scores as a function of the race of the examiner. Final report no. BR-6-1421, Peabody College for Teachers, Nashville, 1966. Also in ERIC: ED 011 963.

Piche, G. L. Language variety and the schools: Overview of a social policy debate. Paper presented at TTT conference on language and cultural diversity, Villa Maria Academy, Frontenac, Minnesota, February 1971.

Pickford, G. R. American linguistic geography: A sociological appraisal. *Word*, 1956, *12*, 211-233.

Pietrzyk, A. et al. Selected titles in sociolinguistics, an interim bibliography of works on multilingualism, language standardization, and languages of wider communication. Washington, D. C.: Center for Applied Linguistics, May 1967. Also in ERIC: ED 011 120.

Pilleux, M. The dialogue: A useful tool in language teaching. *TESOL Quarterly*, September 1969, *3*(3), 203-210.

Pittsburgh Public Schools. Standard speech development program: 1968 report. Report 1968, Pittsburgh Public Schools. Also in ERIC: ED 025 526.

Plaister, T. Audio-lingual methods in the language arts program. Urbana: NCTE, November 1967. Also in ERIC: ED 017 514.

Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), *Language and poverty - perspectives on a theme.* Chicago: Markham, 1970.

Plumer, D. Verbal interaction and verbal ability: Research and practice. *English Record*, April 1971, 168-174.

Politzer, R. L. Auditory discrimination and the "disadvantaged" deficit or difference. *English Record*, April 1971, 174-179.

Politzer, R. L. Developmental aspects of the awareness of the standard/nonstandard dialect contrast. Research and development memorandum no. 72, February 1971, Stanford Center for Research and Development in Teaching, Stanford University, California.

Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, California.

Politzer, R. L. Toward psycholinguistic models of language instruction. *TESOL Quarterly*, September 1968, *2*(3), 151-157.

Politzer, R. L. & Bartley, D. E. Standard English and nonstandard dialects: Elements of syntax. Report no. RDM-54, October 1969, Stanford Center for Research and Development in Teaching, Stanford University, California. Also in ERIC: ED 034 977.

Politzer, R. L. & Bartley, D. E. Standard English and nonstandard dialects: Phonology and morphology. Report no. RDM-46, June 1969, Stanford Center for Research and Development in Teaching, Stanford University, California. Also in ERIC: ED 030 869.

Politzer, R. L. & McMahon, S. Auditory discrimination performance of pupils from English and Spanish speaking homes. Research and development memorandum no. 67, Stanford Center for Research and Development in Teaching, Stanford University, California, July 1970.

Ponder, E. G. Understanding the language of the culturally disadvantaged child. In E. L. Evertts (Ed.), *Dimensions of dialect*. Urbana: NCTE, 1967.

Pooley, R. Dare schools set a standard in English usage? *English Journal*, March 1960, *49*(3), 176-181.

Pooley, R. C. Teaching usage today and tomorrow. *English Journal*, May 1967, *56*(5), 742-746.

Pooley, R. C. Usage--standard vs. substandard. In R. F. Hogan (Ed.), *The English language in the school program*. Urbana: NCTE, 1966.

Pooley, R. C. What about grammar. In *Readings on contemporary English in the elementary school*. New York: Prentice-Hall, 1967, 79-84.

Pooley, R. C. & Golub, L. S. Concepts and objectives for learning the structure of English in grades 7, 8, and 9. Report from the project on individually guided instruction in English language, composition, and literature. Report no. TP-22, November 1969, Research and Development Center for Cognitive Learning, Wisconsin University, Madison. Also in ERIC: ED 038 421.

Pope, M. Syntactic maturity of black and white fourth graders' speech. *Research in the Teaching of English*, Fall 1971, *5*(2), 202-215.

Postman, N. Not to bury grammar, but to reappraise it. In *Aids and ideas in teaching English*. New York: Holt, Rinehart and Winston, Inc., (service bulletin).

Potter, T. C. Reading comprehension among minority groups: Child-generated instructional materials. Available from ERIC: ED 031 546.

Potts, A. Developing curriculum for Indian children. Available from ERIC: ED 012 188.

Povey, J. F. Cultural self-expression through English in American Indian schools. *Florida FL Reporter*, 1969, *7*(1), 131-132, 164.

Practical English Scholastic. Special issue-The English language, March 21, 1969, 46(8), 4-11.

Prator, C. H. Adding a second language. TESOL Quarterly, June 1969, 3(2), 95-104.

Preston, D. R. Dialect expansion: The college level. Paper presented at the TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 094.

Pride, J. B. Notes on current developments in the study of language in culture and society. Committee on research and development in modern languages. Also in ERIC: ED 020 502.

Proceedings of the first annual western regional conference, region 6: National university extension association. National University Extension Association, Minneapolis, 1969. Also in ERIC: ED 035 803.

Program for developing speech and language skills in the educationally deprived child through the utilization of the specialized training of speech therapists, September 6, 1966--June 16, 1967. Program evaluation. Division of Curriculum and Instruction, Milwaukee Public Schools, Wisconsin, 1967. Also in ERIC: ED 029 058.

Psycholinguistics oral language program: A bi-dialectal approach. Board of Education, City of Chicago, 1968.

Pulliam, R. Automatic speech recognition in the teaching of second languages: An annotated bibliography. Monograph no. 2, January 1970, Pulliam and Associates, Research consultants, Fairfax, Virginia. Also in ERIC: ED 039 515.

Putman, G. N. & O'Hern, E. M. The status significance of an isolated urban dialect. Language dissertation no. 53. Language, 1960, 31(4).

Qazilbash, A. H. A dialect survey of the Appalachian region. Final report no. BR-0-c-047, May 1971, Appalachian adult basic education demonstration center, Morehead State University, Kentucky. Also in ERIC: ED 052 210.

Quay, L. Language dialect, reinforcement and the intelligence test performance of Negro children. *Child Development*, 1971, *42*, 5-15.

Quirk, R. English today: A world view. *TESOL Quarterly*, March 1969, *3*(1), 23-29.

Ramsey, K. I. A comparison of first grade Negro dialect speakers' comprehension of material presented in standard English and in Negro dialects. Doctoral dissertation, Indiana University, 1970. Ann Arbor: University microfilms, no. 70-25,215. Also in ERIC: ED 049 261.

Rand, E. *Constructing dialogs*. New York: Holt, Rinehart and Winston, 1969. Also in ERIC: ED 032 534.

Rand, E. *Constructing sentences*. New York: Holt, Rinehart and Winston, 1969. Also in ERIC: ED 038 633.

Raph, J. B. Language development in socially disadvantaged children. *Review of Educational Research*, 1965, *35*, 389-400.

Raspberry, W. Should ghettoese be accepted? *Today's Education*, April 1970, 30-31, & 61-62.

Ratchick, I. Identification of the educationally disadvantaged. Report October 1965, New York State Education Department, Albany. Also in ERIC: ED 021 906.

Read, A. The labeling of national and regional variations in popular dictionaries. Report no. NDEA-VI-16-0, October 1960, Indiana University, Bloomington. Also in ERIC: ED 003 901.

Reeback, R. T. The extension of control in verbal behavior. Final report no. OEO-2414, May 10, 1968, Rochester University, New York. Also in ERIC: ED 021 619.

Reed, C. *Dialects of American English*. Cleveland: World Publishing, 1967.

Reed, D. W. Linguistics and literacy. In J. E. Alatis (Ed.), *Monograph series on languages and linguistics*, no. 22, 1969, Georgetown University, Washington, D. C., 93-103.

Reed, D. W. Usage in four perspectives. In *The English language in the school program*. Urbana, NCTE, 1966.

Report of the National Advisory Commission on Civil Disorders. New York: New York Times Company, 1968, 449.

Research planning conference on language development in disadvantaged children. Report June 1966, Graduate School of Education, Yeshiva University, New York. Also in ERIC: ED 027 346.

Rice, D. B. A comparison of the aural comprehension and oral language expression skills of middle class and inner city Negro children. *Dissertation Abstracts International*, 1971, 5891A.

Rice, F. & Guss, A. Information sources in linguistics, a biographical handbook. Washington, D. C.: Center for Applied Linguistics, 1965.

Riehm, C. L. The effects of increased pupil-teacher verbal interaction on oral language development in disadvantaged first grade children. Dissertation Abstracts International, 1970, no. 70-11,754. Also in ERIC: ED 056 007.

Ritchie, W. C. On the explanation of phonic interference. Report no. BR-6-1784, February 1, 1968, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor. Also in ERIC: ED 021 234.

Rivero, M. L. A surface structure constraint on negation in Spanish. Language, 1970, 46(3).

Rivers, W. M. Contrastive linguistics in textbook and classroom. In Report of the 19th annual round table meeting on linguistics and language studies, contrastive linguistics and its pedagogical implications. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 023 074.

Roberts, E. An evaluation of standardized tests as tools for the measurement of language development. Cambridge: Northwestern University.

Robinett, B. W. Teacher training for ESD and ESL: The same or different? In J. E. Alatis (Ed.), Monograph series on language and linguistics, no. 22, 1969, Georgetown University, Washington, D. C.

Robinett, R. Michigan migrant primary interdisciplinary program. Ann Arbor: Michigan Department of Education, 1969.

Robinett, R. F. Reading and the oral approach at the secondary level. TESOL Quarterly, 1968, 2(4). Also in ERIC: ED 029 301.

Robinett, R. F. & Bell, P. W. English: Target series. New York: Harcourt Brace and World, 1968.

Robinett, R. F. & Benjamin, R. C. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: MLA/ACTFL Materials Center, 1970. Also in ERIC: ED 039 816.

Robins, C. & Labov, W. A note on the relation of reading failure to peer-group status in urban ghettos. Teachers College Record, 1969, 70, 345-405.

Robins, C., Labov, W., Cohen, P., & Lewis, J. A study of the nonstandard English of Negro and Puerto Rican speakers in New York City. Two volumes. Research report no. 3288, 1969, Columbia University, New York. Also volume 1 in ERIC: ED 028 423.

Robison, H. F. & Mukerji, R. Concept and language development in a kindergarten of disadvantaged children. Report no. CRP-S-320, May 1966, Cooperative Research Program, Office of Education, Washington, D.C. Also in ERIC: ED 027 967.

Rockey, R. E. Contrastive analysis of the language structures of three ethnic groups of children enrolled in head start programs. Dissertation Abstracts International, 1971, 31, 6585A.

Rodney, C. G. An assessment of in-service and pre-service educators' responses to recommended principles and practices for developing oral language skills of first grade disadvantaged students. Doctoral dissertation, University of California at Los Angeles, 1968. Ann Arbor: University Microfilms, no. 68-11,882. Also in ERIC: ED 033 961.

Rodriguez, A. The Mexican-American--disadvantaged? Ya Basta! Florida FL Reporter, 1969, 7(1), 35-36, 160.

Rodriguez, A. Urban education and the Mexican-American. Paper presented at Ford foundation leadership seminar, Albuquerque, New Mexico, August 1968. Also in ERIC: ED 030 510.

Rohwer, W. D. Social class differences in the role of linguistic structures in paired-associate learning. In W. A. Stewart, Research in progress: Social dialects of English. Report no. 3, 1967, Center for Applied Linguistics, Washington, D. C. Also in ERIC: ED 012 906.

Rohwer, W. D., Jr. et al. Learning efficiency as a function of depiction, verbalization, grade and social class. Available from ERIC: ED 013 854.

Rosen, C. L. Some needed research regarding the language and reading instructional problems of Spanish speaking children. Paper presented at the International Reading Association Conference, Kansas City, May 1969. Also in ERIC: ED 031 384.

Rosen, C. L. & Ortego, P. D. Problems and strategies in teaching the language arts to Spanish speaking Mexican-American children. Paper presented at the conference on teacher education for Mexican Americans, Las Cruces, New Mexico, February 1969.

Rosenbaum, P. S. Aspects of instructional product design. In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

Rosenbaum, P. S. Language instruction and the schools. In J. E. Alatis (Ed.), Monograph series on languages and linguistics, no. 22, 1969, Georgetown University, Washington, D. C., 111-120.

Rosenbaum, P. S. Prerequisites for linguistic studies on the effects of dialect differences in learning to read. Project literacy reports no. 2, 1964, Ithaca, New York.

Rowe, P. Textbooks for English as a second language: An annotated bibliography. Report 1971, Los Angeles City Schools, Division of Instructional Planning and Services, California. Also in ERIC: ED 051 688.

Rubel, A. J. Some cultural anthropological aspects of English as a second language. Report no. BR-5-0249-21, 1966. Available from ERIC: ED 011 609.

Ruddell, R. B. Language acquisition and the reading process. Paper presented at the International Reading Association conference, Kansas City, May 1969. Also in ERIC: ED 033 819.

Ruddell, R. B. Oral language and the development of other language skills. In W. T. Petty (Ed.), *Research in oral language*. Urbana: NCTE, 1969.

Ruddell, R. B. Socio-ethnic status and the language achievement of first-grade children. *Elementary English*, May 1968, *45*(5), 635-642. Also in ERIC: ED 031 475.

Rudegeair, R. E. & Kamil, M. L. Assessment of phonological discrimination in children. Technical report no. 118, 1970, Wisconsin Research and Development Center for Cognitive Learning, Madison.

Rudnyckyj, J. B. Formulas in bilingualism and biculturalism. Paper presented at the ninth annual conference of the Linguistic Circle of Manitoba and North Dakoka, Grand Forks, North Dakota, October 1965. Also in ERIC: ED 026 623.

Rutherford, P. R. *A bibliography of American doctoral dissertations in linguistics: 1900-1964*. Washington, D. C.: Center for Applied Linguistics, 1968.

Rutherford, W. E. Deep and surface structure, and the language drill. *TESOL Quarterly*, June 1968, *2*(2), 71-79.

Ryckman, D. B. A comparison of information processing abilities of middle and lower class Negro kindergarten boys. Report no. BR-6-1784, 1967, Center for Research in Language and Behavior, University of Michigan, Ann Arbor. Also in ERIC: ED 017 924.

Rystrom, R. Dialect training and reading: A further look. *Reading Research Quarterly*, Summer 1970, 581-599.

Rystrom, R. The effects of standard dialect training on Negro first-graders learning to read. Final report no. BR-8-I-053, September 1968, Diablo Valley College, Concord, California. Also in ERIC: ED 029 717.

Rystrom, R. Negro speech and others: A reply. *Reading Research Quarterly*, Fall 1970, *6*(1), 123-125.

Rystrom, R. Testing Negro standard English dialect differences. *Reading Research Quarterly*, 1969, *4*, 500-511.

St. John, N. H. & Smith, N. Annotated bibliography on school racial mix and the self concept, aspirations, academic achievement, and inter-racial attitudes and behaviors of Negro children. Report 1967, Harvard Research and Development Center on Educational Differences, Harvard University, Cambridge.

Salisbury, L. Role playing: Rehearsal for language change. TESOL Quarterly, December 1970, 4(4), 331-336.

Salisbury, L. Teaching English to Alaska natives. Paper presented at TESOL conference, New York City, March 1966.

Sapon, S. M. Contingency management in the modification of verbal behavior in disadvantaged children. Paper presented at the American Psychological Association convention, Washington, D. C., September 1967.

Sapon, S. M. Engineering verbal behavior. Report March 1968, Office of Economic Opportunity, Washington, D. C. Also in ERIC: ED 025 308.

Sauer, L. Fourth grade children's knowledge of grammatical structure. Elementary English, October 1970, 47(6), 807-813.

Saville, M. R. Curriculum guide for teachers of English in kindergartens for Navajo children. Washington, D. C.: Center for Applied Linguistics, July 1969. Also in ERIC: ED 030 122.

Saville, M. R. Interference phenomena in language teaching: Their nature, extent, and significance in the acquisition of standard English. Elementary English, March 1971, 48, 396-405.

Saville, M. R. & Troike, R. C. A handbook of bilingual education. Washington, D. C.: Georgetown University, 1970. Also in ERIC: ED 035 877.

Sawyer, J. Dialects, education, and the contribution of linguists. In R. Corbin and M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

Schneider, G. D. English, pidgin-English, preliminary glossary. Report October 1965, Center for International Studies, Ohio University, Athens. Also in ERIC: ED 011 113.

Schneider, M. Black dialect: The basis for an approach to reading instruction? Educational Leadership, 1971, 28(5), 543-549.

Schotta, S. G. Toward standard English through writing--an experiment in Prince Edward County, Virginia. TESOL Quarterly, September 1970.

Schroth, E. Some usage forms die hard--thanks to college entrance exams. *English Journal*, January 1967, *56*(1), 97-99.

Scoon, A. R. Affective influences on English language learning among Indian students. Paper presented at the TESOL convention, New Orleans, March 1971.

Scoon, A. R. American Indian ethnic attitudes in relation to school achievement. Paper presented at the AERA annual convention, New York, February 1971. Also in ERIC: ED 047 858.

Scott, C. C. An interim bibliography of black English. Report no. 4, April 1970, Programs in English Linguistics, Department of English, University of Wisconsin, Madison.

Scott, C. T. Transformational theory and English as a second language/ dialect. In J. E. Alatis *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

Searles, J. R. & Carlson, R. G. English. In C. W. Harris (Ed.), *Encyclopedia of educational research*. New York: Macmillan, 1960.

Seidman, D. M. Standard oral English, tenth grade: Instructional guide D. Report no. LASC-Pub-ESEA-3-1, 1967, Los Angeles City Schools, Los Angeles. Also in ERIC: ED 027 352.

Seligman, R. Measuring the institutional stance on matters of student conduct. CSE report no. 55, November 1969, Center for the Study of Evaluation, California University, Los Angeles. Also in ERIC: ED 035 785.

Semmel, M. I. The influence of disability labels and dialect differences on the semantic differential responses of college students. Report September 1968, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor. Also in ERIC: ED 026 023.

Sepulveda, B. R. Teaching the educationally disadvantaged Hispano child at the K-3 level. Available from ERIC: ED 036 807.

Shafer, R. E. Interpreting the language arts, bibliography. *Educational Leadership*, February 1962, *19*, 300-301.

Shaffer, S. M. The measurement and evaluation of language instruction. Paper presented at the TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 348.

Sheldon, W. D. et al. A summary of investigations relating to the English language arts in elementary and secondary education: 1969. *Elementary English*, April 1971, and *English Journal*, May 1970. Also in ERIC: ED 049 266.

Sheppard, L. Talk written down. In E. L. Evertts (Ed.), *Dimensions of dialect*. Urbana: NCTE, 1967.

Sherk, J. K., Jr. Psychological principles in a strategy for teaching the reading of a standard dialect. Paper presented at the National Reading conference, Atlanta, December 1969. Also in ERIC: ED 036 420.

Sherwin, J. S. Research and the teaching of English. *English Record*, December 1970, *21*(1), 35-43. Also in ERIC: ED 050 082.

Shuy, R. W. Bonnie and Clyde tactics in English teaching. *Florida FL Reporter*, 1969, *7*(1), 81-83, 160-161.

Shuy, R. W. Detroit dialect study. In W. Stewart, *Research in progress: Social dialect of English*, report no. 3, 1967, Center for Applied Linguistics, Washington, D. C.

Shuy, R. W. Detroit speech: Careless, awkward, and inconsistent, or systematic, graceful, and regular? *Elementary English*, May 1968, *45*(5). In A. L. Davis (Ed.), *On the dialects of children*. Urbana: NCTE, 1968. Also in ERIC: ED 022 155.

Shuy, R. W. Dialectology and usage. *Baltimore Bulletin of Education*, 1966, *43*, 40-51.

Shuy, R. W. *Discovering American dialects*. Urbana: NCTE, 1967. Also in ERIC: ED 017 507.

Shuy, R. W. Employee selection, training, promotion: Pitfalls of good intentions. Prepublication version of paper presented at the CAL/NCTE conference, Washington, D. C., February 1970.

Shuy, R. W. Language attitudes and social stratification in urban speech. Unpublished paper. Washington, D. C.: Center for Applied Linguistics.

Shuy, R. W. Language variation and literacy. Paper presented at the International Reading Association conference, Kansas City, Missouri, May 1969. Also in ERIC: ED 033 825.

Shuy, R. W. A linguistic background for developing beginning reading materials for black children. In J. Baratz and R. Shuy (Eds.), *Teaching black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969, 117-137.

Shuy, R. W. Locating the switching devices of oral language. Unpublished paper. Washington, D. C.: Center for Applied Linguistics.

Shuy, R. W. The relevance of sociolinguistics for language teaching. *TESOL Quarterly*, 1969, *3*(1), 13-22.

Shuy, R. W. A selective bibliography on social dialects. Washington, D. C.: Center for Applied Linguistics, June 1968. Also in ERIC: ED 018 800.

Shuy, R. W. Sex as a factor in sociolinguistic research. Paper presented Anthropological Society of Washington meeting, Washington, D. C., February 1969. Also in ERIC: ED 027 522.

Shuy, R. W. Social dialect and interdisciplinary conflict. *The Reading Specialist*, 1969, *7*, 41-44.

Shuy, R. W. (Ed.) *Social dialects and language learning*. Urbana: NCTE, 1964.

Shuy, R. W. Sociolinguistic strategies for studying urban speech. In M. Imhoof (Ed.), *Viewpoints*, 1971, *47*(2), 2-25.

Shuy, R. W. Some considerations for developing beginning reading materials for ghetto children. *Journal of Reading Behavior*, 1969, *3*, 33-43.

Shuy, R. W. Some dimensions of contrast between standard and nonstandard urban dialect. Paper presented at the American Psychological Association convention, San Francisco, 1968.

Shuy, R. W. Some language and cultural differences in a theory of reading. In K. Goodman and J. Fleming (Eds.), *Psycholinguistics and reading*. Newark: International Reading Association, 1969.

Shuy, R. W. Some problems in assessing racial differences in American English. Paper presented at NCTE convention, Washington, D. C., 1969.

Shuy, R. W. Some problems in studying Negro white speech differences. *English Record*, April 1971, 179-185. Also in ERIC: ED 054 145.

Shuy, R. W. Starting a reading program for speakers of sub-group dialects. In L. Courtney (Ed.), *Highlights of the pre-convention institutes*. Newark: International Reading Association, 1966, 51-58.

Shuy, R. W. A study of social dialects in Detroit. Available from ERIC: ED 022 187.

Shuy, R. W. Subjective judgments in sociolinguistic analysis. Paper presented at the 20th annual Round Table Meeting on Linguistics and Language Studies, Georgetown University, Washington, D. C., March 1969. Also in ERIC: ED 027 523.

Shuy, R. W. Teacher training and urban language problems. In *Teaching standard English to inner-city children*. Washington, D. C.: Center for Applied Linguistics, 1969.

Shuy, R. W. Whatever happened to the way kids talk? Paper presented at the National Conference on the Language Arts, Philadelphia, April 1969. Also in ERIC: ED 030 095.

Shuy, R. W., Baratz, J. C. & Wolfram, W. Sociolinguistic factors in speech identification. Final report, research project no. MH 15048-01, 1969, National Institute of Mental Health.

Shuy, R. W., Wolfram, W. A. & Riley, W. K. *Field techniques in an urban study*. Washington, D. C.: Center for Applied Linguistics, 1968. Also in ERIC: ED 022 156.

Shuy, R. W., Wolfram, W. A. & Riley, W. K. Linguistic correlates of speech stratification. Cooperative research project no. 6, 1967, U. S. Office of Education, Washington, D. C.

Siders, S. K. An analysis of the language growth of selected children in a first grade title I project. Doctoral dissertation, Kent State University, 1969.

Silvaroli, N. J. & Whitcomb, M. W. A comparison of the oral language patterns of three low socioeconomic groups of pupils entering first grade. Report 1967, Arizona State University, Tempe. Also in ERIC: ED 032 943.

Silver Burdett. Marketing matters--international sales bulletin, April 21, 1971.

Simmons, H. F. Oral history and the black studies program. Available from ERIC: ED 035 676.

Simpson, D. Transcription of Puerto Rican English. In A. L. Davis et al. (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

Sinclair, J. M. Linguistics and the teaching of English. In A. H. Marckwardt (Ed.), *Language and language learning*. Dartmouth seminar papers. Urbana: NCTE, 1968.

Sizemore, M. Closing the gap in Indian education. Report January 1967, Arizona State Department of Public Instruction, Phoenix. Also in ERIC: ED 011 475.

Sizemore, M. Teaching reading to the bilingual child. Report 1963, Arizona State Department of Public Instruction, Phoenix.

Skinner, V. P. Mountaineers aren't really illiterate. *Southern Education Report*, 1967, *3*(1). Also in ERIC: ED 020 236.

Slager, W. R. Contemporary issues in English. In R. F. Hogan (Ed.), *The English language in the school program*. Urbana: NCTE, 1966.

Slager, W. R. Effecting dialect change through oral drill. *English Journal*, November 1967, *56*(8), 1166-1176.

Slager, W. R. & Madsen, B. M. English for American Indians; a newsletter of the Office of Education Programs, Bureau of Indian Affairs, U. S. Department of the Interior. Salt Lake City: University of Utah, 1971. Also in ERIC: ED 048 597.

Sledd, A. E. Anticipating and using cultural patterns in the classroom. Paper presented at the NCTE convention, Atlanta, 1970.

Sledd, J. Bi-dialectalism: The linguistics of white supremacy. *English Journal*, 1969, *58*(9), 1307-1315.

Sledd, J. Breaking, umlaut, and the southern drawl. Language, 1966, 42, 18-41.

Sledd, J. On not teaching English usage. English Journal, November 1965.

Sloan, D., Jr. Relationships between the verbal activities of teachers and the self concept and verbal intelligence of kindergarten children. Dissertation Abstracts International, 1971, 31, 5677A.

Slobin, D. I. The acquisition of Russian as a native language. In F. Smith and G. A. Miller (Eds.), Genesis of language. Cambridge, Massachusetts: MIT Press, 1966, 129-146.

Slobin, D. I. (Ed.) A field manual for cross-cultural study of the acquisition of communicative competence. Berkeley: University of California, July 1967. (Second draft.) (See Ervin-Tripp, S. M. et al.)

Slobin, D. I. Universals of grammatical development in children. Paper presented at International Participation on Psychology of Human Learning conference, Prague, Czechoslavakia, July 1969. Also in ERIC: ED 032 543.

Slobin, D. I. What does a child learn when he learns to talk? Paper presented at American Psychological Association for the Advancement of Science convention, Berkeley, California, 1965.

Smedley, D. A. Language and social class among grammar school children. British Journal of Educational Psychology, 1969, 39, 195-197.

Smiley, M. B. Development of reading and English language materials for grades 7-9 in depressed urban areas. Report no. CRP-H-022, October 1965, Hunter College, City University of New York. Also in ERIC: ED 003 081.

Smiley, M. B. Gateway English: Teaching English to disadvantaged students. English Journal, April 1965, 54(4), 265-274.

Smith, A. L. A study of English methods courses in selected Tennessee colleges and universities. Doctoral dissertation, University of Tennessee, 1969. Ann Arbor: University Microfilms, no. 70-17,848. Also in ERIC: ED 049 234.

Smith, K. J. & Truby, H. M. Dialectal variance interferes with reading instruction. Paper presented at International Reading Association conference, Boston, April 1968. Also in ERIC: ED 026 199.

Smith, R. Gullah. Reprint of bulletin no. 190, University of South Carolina, November 1, 1926. Columbia: South Carolina local bookstores, 1969. Also in ERIC: ED 034 191.

Smith, R. B. Analysis of phonological features of Negro speech vis a vis white dialects and 'consensus standard.' Report June 1968, East Texas dialect project, Texas Education Agency, Austin.

Smith, R. B. Interrelatedness of certain deviant grammatical structures in Negro nonstandard dialects. Journal of English Linguistics, March 1969. Also in ERIC: ED 030 877.

Smitherman, G. H. A comparison of the oral and written styles of a group of inner-city black students. Dissertation Abstracts International, 1970, 31, 747A.

Smitherman, G. H. Dialects and the teaching of reading. Paper presented at the NCTE convention, Las Vegas, 1971.

Southwest Council of Foreign Language Teachers. Our bilinguals--social and psychological barriers, linguistic and pedagogical barriers. Papers presented at the second annual conference of the Southwest Council of Foreign Language Teachers, El Paso, 1965. Also in ERIC: ED 019 899.

Speech and language development program. Milwaukee, Wisconsin.

Speech improvement program. Philadelphia schools. In Inventory of projects and activities in reading and English. Washington, D. C.: Center for Applied Linguistics, 1967.

Spence, A. G., Mishra, S. P. & Ghozeil, S. Home language and performance on standardized tests. Elementary School Journal, 1971, 71, 309-313.

Spencer, R. F. (Ed.) Many sided language. Minneapolis: Graduate School Research Center, University of Minnesota, 1964.

Spindler, G. D. The transmission of American culture. Florida FL Reporter, 1969, 7(1), 1-9.

Spolsky, B. ESOL and bilingual education. Paper presented at annual meeting of the American Council for the Teaching of Foreign Languages, New Orleans, 1969. Also in ERIC: ED 036 785.

Spolsky, B. Language testing--the problem of validation. Florida FL Reporter, 1969, 7(1), 100-102, 163-164.

Spolsky, B. Linguistics and language pedagogy. In J. Alatis (Ed.), Monograph series on languages and linguistics, no. 22. Washington, D. C.: Georgetown University, 1969.

Spolsky, B. Some psycholinguistic and sociolinguistic aspects of bilingual education. Revised version of this paper presented at Teaching the Bilingual Child conference, University of New Mexico, November 1968. Also in ERIC: ED 028 412.

Squire, J. The national study of high school English programs. College English, May 1966, 27(8), 613-619.

Staff report. A study of equality of educational opportunity for Mexican-Americans in nine school districts of the San Antonio area. Washington, D. C.: Commission on Civil Rights, 1969, 34-35.

Standard English as a second dialect. Stanford Research and Development Center quarterly progress report no. 14, 1969, Stanford University, California.

Standard English through speech therapy methodology. Emery Unified School District, Emeryville, California. Also in ERIC: ED 001 993.

Standard speech development program: 1968 report. Pittsburgh Public Schools, Pennsylvania. Also in ERIC: ED 025 526.

Steele, M. C. (Sister). My own, my native tongue. English Journal, February 1963, 52(2), 112.

Stemmler, A. O. An experimental approach to the teaching of oral language and reading. Harvard Educational Review, 1966, 36, 42-59.

Stemmler, A. O. The LCT-Language Cognition Test--a test for educationally disadvantaged school beginners. Research edition. TESOL Quarterly, 1967, 1(4), 35-43.

Sterling, D. What's black and white and read all over. English Journal, 1969, 58(6), 814-832.

Stern, C. Head start research and evaluation office, University of California at Los Angeles, annual report. Section II. Report no. IED-1-66-12, November 1967, University of California, Los Angeles. Also in ERIC: ED 021 613.

Stern, C. Language competencies of four and five year old children under current experimental programs in language instruction. Paper presented at symposium on "Early first-language instruction for the culturally different child" AERA, Chicago, February 1966.

Stern, C. The preschool language project, a report of the first year's work. Report August 1966, University of California, Los Angeles. Also in ERIC: ED 023 482.

Stern, C. Preschool language project. Paper presented at the conference on Research and Activity in the Language Arts for the Pre-primary/Primary Culturally Diverse Non-English Speaking Child, Albuquerque, June 1967. Also in ERIC: ED 015 055.

Stern, C. Problem solving and concept formation: A comprehensive bibliography. Inglewood, California: Southwest Regional Laboratory for Educational Research and Development, June 1963. Also in ERIC: ED 026 696.

Stern, C. & Keislar, E. Comparative effectiveness of echoic and modeling procedures in language instruction with culturally disadvantaged children. Paper presented at American Psychological Association convention, San Francisco, August 1968. Also in ERIC: ED 025 314.

Stern, C. & Keislar, E. An experimental investigation of the use of dialect vs. standard English as a language of instruction. U. S. Office of Economic Opportunity project no. IED-66-1-12, Washington, D.C.

Stern, C. & Lombard, A. Head start research and evaluation office, UCLA. Appendix I to the annual report, November 1967. Report no. IED-1-66-12, November 1967, University of California, Los Angeles. Also in ERIC: ED 020 793.

Stewart, W. A. Color versus competence in the management of Negro dialect. Paper presented at NCTE convention, Washington, D. C., 1969.

Stewart, W. A. Continuity and change in American Negro dialects. Florida FL Reporter, Spring 1968. Also in ERIC: ED 016 236.

Stewart, W. A. Current issues in the use of Negro dialect in beginning reading texts. Florida FL Reporter, Spring/Fall 1970, 8(1 & 2), 3-7, & 46.

Stewart, W. A. Facts and issues concerning black dialect. English Record, April 1971, 121-135.

Stewart, W. A. Foreign language teaching method in a quasi-foreign language situation. In W. A. Stewart (Ed.), Nonstandard speech and the teaching of English. Language information series no. 2. Washington, D. C.: Center for Applied Linguistics, 1964, 1-15.

Stewart, W. A. Historical and structural bases for the recognition of Negro dialect. In J. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

Stewart, W. A. Language and communication problems in southern Appalachia. Washington, D. C.: Center for Applied Linguistics, August 1967. Also in ERIC: ED 012 026.

Stewart, W. A. Language teaching problems in Appalachia. Florida FL Reporter, 1969, 7(1), 58-59, & 161.

Stewart, W. A. Linguist urges teachers to learn dialects. Florida FL Reporter, Winter 1965-1966, 25.

Stewart, W. A. (Ed.) Nonstandard speech and the teaching of English. Language information series no. 2. Washington, D. C.: Center for Applied Linguistics, 1964. Also in ERIC: ED 031 707.

Stewart, W. A. Nonstandard speech patterns. Baltimore Bulletin of Education, 1966-1967, 43(2), 452-465.

Stewart, W. A. Observations of the problems of defining Negro dialect. Washington, D. C.: Center for Applied Linguistics, 1966.

Stewart, W. A. On the use of Negro dialect in the teaching of reading. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D. C.: Center for Applied Linguistics, 1969, 156-219.

Stewart, W. A. Research in progress: Social dialects of English. Report no. 3, September 1967, Center for Applied Linguistics, Washington, D. C. Also in ERIC: ED 012 906.

Stewart, W. A. Sociolinguistic factors in the history of American Negro dialects. *Florida FL Reporter*, 1967, *5*(2), 1-4.

Stewart, W. A. Sociopolitical issues in the linguistic treatment of Negro dialect. In J. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University, 1970.

Stewart, W. A. Urban Negro speech: Sociolinguistic factors affecting English teaching. In R. Shuy (Ed.), *Social dialects and language learning*. Urbana: NCTE, 1964, 10-18.

Stockwell, R. P. & Bowen, D. J. The sounds of English and Spanish. In C. A. Ferguson (Ed.), *Contrastive structure series*. Chicago: University of Chicago Press, 1965.

Stockwell, R. P., Bowen, J. D., & Martin, J. W. *The grammatical structures of English and Spanish*. Chicago: University of Chicago Press, 1965.

Stodolsky, S. S. & Lesser, G. Learning patterns of the disadvantaged. *Harvard Educational Review*, Fall 1967, *37*, 546-589.

Stokoe, W. C., Jr. et al. Generating English sentences, books 1-4 and tests. Washington, D. C.: Gallaudet College Bookstore, 1967. Also in ERIC: ED 037 427.

Stolz, W. S. et al. The role of dialect in the school--socialization of lower class children. Final report on head start evaluation and research--1966-67 to the Institute for Educational Development. Section 5. Report no. IED-66-1, August 31, 1967, Child Development Evaluation and Research Center, University of Texas, Austin. Also in ERIC: ED 019 121.

Stolz, W. S. & Bills, G. An investigation of the standard-nonstandard dimension of central Texan English. Part of the final report. Report no. OEO-4115, August 1968, Child Development Evaluation and Research Center, University of Texas, Austin. Also in ERIC: ED 026 130.

Strickland, D. S. Black is beautiful vs. white is right. Paper presented at NCTE convention, Atlanta, 1970.

Strom, I. M. Summary of investigations relating to the English language arts in secondary education--1963-1964. *English Journal*, March 1965, *54*(3), 238-255.

Sub-cultural patterns which affect language and reading development. Urbana: NCTE, 1963. Also in ERIC: ED 020 920.

Suggs, L. R. Structural grammar versus traditional grammar in influencing writing. *English Journal*, March 1961, 174-178.

Swift, M. Language style of the lower class mother: A preliminary study of a therapeutic technique. Report 1968, Hahnemann Community Mental Health Center, Philadelphia. Also in ERIC: ED 027 943.

Taft, J. & Tennis, M. The development of a test to assess the occurrence of selected features of nonstandard English in the speech of disadvantaged primary children. Report 1968, Dade County Public Schools, Miami, Florida. Also in ERIC: ED 015 790.

Tax, S. Group identity and educating the disadvantaged. In R. Corbin and M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

Tax, S. & Thomas, R. K. Education "for" American Indians: Threat or promise? Florida FL Reporter, 1969, 7(1), 15-19, & 154.

Taylor, L. L. et al. Psychological variables and ability to pronounce a second language. Report no. BR-6-1784, February 1969, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor. Also in ERIC: ED 028 439.

Taylor, M. E. An overview of research on bilingualism. Report 1970, California State Department of Education, Sacremento. Also in ERIC: ED 049 876.

Taylor, O. L. An introduction to the historical development of black English: Some implications for American education. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 035 863.

Taylor, T. H. A comparative study of the effects of oral-aural language training on gains in English language for fourth and fifth grade Mexican-American children. Dissertation Abstracts International, 1970, 30, 5178A.

Templin, M. C. Certain language skills in children: Their development and interrelationships. Minneapolis: University of Minnesota Press, 1957.

Templin, M. C. The study of articulation and language development during the early school years. In F. Smith and G. A. Miller (Eds.), Genesis of language. Cambridge, Massachusetts: MIT Press, 1966, 173-181.

Texas Education Agency. Introduction to English language study for elementary teachers. Report 1967-1968, Texas Education Agency, Austin.

Texas University of. An investigation of the standard-nonstandard dimension of central Texas English. Report 1968, Child Development Evaluation and Research Center, University of Texas, Austin.

Thomas, D. R. Oral language, sentence structure, and vocabulary of kindergarten children living in low socio-economic urban areas. Unpublished doctoral dissertation, Wayne State University, 1962.

Thomas, G. E. A comparison of language concept development among Spanish-American and Caucasian average and mentally retarded children. *Dissertation Abstracts International*, 1968, *29*, 1055A-1056A.

Thompson, H. Teaching English to Indian children. In E. L. Evertts (Ed.), *Dimensions of dialect*. Urbana: NCTE, 1967.

Toothaker, R. C. Management's attitudes and evaluations of government training programs and government subsidization for industrial training. Master of arts thesis, Manpower Research Project, University of Maine, 1968. Also in ERIC: ED 035 807.

Torrey, J. W. Illiteracy in the ghetto. *Harvard Educational Review*, May 1970, *40*(2).

Tough, J. Language and environment: An interim report on a longitudinal study. Report 1969, Institute of Education, Leeds University, England. Also in ERIC: ED 032 136.

Troike, R. C. Linguistics and the bilingual child. University of Texas, Austin.

Troike, R. C. Receptive competence, productive competence and performance. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

Troike, R. C. Social dialects and language learning: Implications for TESOL. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 024 036.

Trout, L. Teaching the protest movement. *Florida FL Reporter*, 1969, *7*(1), 142-144, & 166.

Tsuzaki, S. M. & Reinecke, J. E. English in Hawaii: An annotated bibliography. *Oceanic Linguistics*, Special publication no. 1, 1966.

Tucker, A. C. The Chinese immigrant's language handicap: It's extent and effects. *Florida FL Reporter*, 1969, *7*(1), 44-45, & 170.

Tucker, G. R. & Lambert, W. E. White and Negro listeners' reactions to various American-English dialects. *Social Forces*, 1969, *47*, 463-468.

Tulane University head start evaluation and research center. Annual report. August 31, 1968, Tulane University, New Orleans. Also in ERIC: ED 029 705.

Tumin, M. M. Supplement segregation and desegregation: A digest of recent research, 1956-1959. Report 1960, Princeton University, New Jersey. Also in ERIC: ED 001 993.

Turner, L. D. *Africanisms in the Gullah dialect*. The American Negro, his history and literature series. New York: Arno Press, 1969. Also in ERIC: ED 035 884.

Twiss, R. L. (Ed.) Pattern practice in standard American English. Report June 1968, Hartford Public Schools, Connecticut.

The un-isness of is. Time, May 23, 1969.

University of Minnesota. Abstracts. Project English Center, Minneapolis, 1967.

University of Minnesota. Units. Project English Center, Minneapolis, 1967.

Ure, J. N. Practical registers. English Language Teaching, May 1969, 23(3), 206-215.

Usage and dialect. Project English Center, University of Georgia.

Uskup, F. L. A method for automating dialect analysis. Available from ERIC: ED 037 713.

Valentine, C. A. It's either brain damage or no father: The false issue of deficit vs. difference models of Afro-American behavior. Paper presented at the American Psychological Association convention, Washington, D. C., September 1969. Also in ERIC: ED 035 707.

Vance, B. J. The effect of preschool group experience on various language and social skills in disadvantaged children. Final report no. BR-7-8070, August 1967, Stanford University, California. Also in ERIC: ED 019 989.

Vanderslice, R. & Pierson, L. S. Prosodic features of Hawaiin English. Quarterly Journal of Speech, 1967, 53(2), 156-166. Also in ERIC: ED 024 019.

Veith, D. P. Dialect and linguistic change. California English Journal, Fall 1968, 4(3), 52-55. Also in ERIC: ED 029 018.

Venezky, R. L. Linguistics and spelling. Working paper no. 15, April 1969, University of Wisconsin Research and Development Center, Madison.

Venezky, R. L. Nonstandard language and reading. Elementary English, 1970, 47, 334-345.

Viall W. P. English teacher preparation study, guidelines for the preparation of teachers of English. Final report no. BR-5-0915, April 15, 1967, Western Michigan University, Kalamazoo. Also in ERIC: ED 014 478.

Viall, W. P. et al. English teacher preparation study, guidelines for the preparation of teachers of English. Urbana: NCTE, October 1967. Also in ERIC: ED 014 479.

Vick, M. L. & Johnson, J. C., II. A study of the relationships between primary grade pupils labeled as either culturally disadvantaged or culturally advantaged and their development of certain language skills. Paper presented at the American Educational Research Association convention, Los Angeles, February 1969. Also in ERIC: ED 028 038.

Voegelin, C. E. & Voegelin, F. M. Hawaiian pidgin and mother tongue. Anthropological Linguistics, 1964, 6, 20-56.

Wakefield, M. W. A comparative study of language patterns of low socioeconomic first graders. Dissertation Abstracts International, 1968, 29, 1056A.

Walker, A. M. A descriptive study of the oral language progress of selected disadvantaged and advantaged kindergarten children. Doctoral dissertation, University of Georgia, 1969. Ann Arbor: University Microfilms, no. 70-01,242. Also in ERIC: ED 050 117.

Walker, U. G. Structural features of Negro English in Natchitoches parish. Masters thesis, Northwestern State College, Natchitoches, Louisiana, 1968. Also in ERIC: ED 022 184.

Wardhaugh, R. C. The implications of linguistics for reading. Florida FL Reporter, Fall 1969, 3-4, & 23.

Wardhaugh, R. C. Some linguistic insights into reading instruction. Florida FL Reporter, 1969, 7(1), 110-111, 155-156.

Wardhaugh, R. C. Teaching English to speakers of other languages: The state of the art. Washington, D. C.: Center for Applied Linguistics, August 1969. Also in ERIC: ED 030 119.

Wardhaugh, R. C. Theories of language acquisition in relation to beginning reading instruction. Paper presented at the American Educational Research Association meeting, New York, February 1971. Also in ERIC: ED 049 903.

Warner, D. Reading games and activities for disadvantaged youth. Report November 1967, Omaha Public Schools, Nebraska. Also in ERIC: ED 016 752.

Watts, C. B. & Caliguri, J. Program for teacher language improvement. In E. L. Evertts (Ed.), Dimensions of dialect. Urbana; NCTE, 1967

Weber, R. M. Some reservations on the significance of dialect in the acquisition of reading. Reading Specialist, 1969, 7, 37-40.

Weener, P. D. The influence of dialect differences on the immediate recall of verbal messages. Report no. BR-6-1784, September 1, 1967, University of Michigan, Center for Research in Language and Language Behavior, Ann Arbor. Also in ERIC: ED 017 901.

Weener, P. D. Social dialect differences and the recall of verbal messages. Journal of Educational Psychology, 1969, 60, 194-199.

Weinreich, U. Is a structural dialectology possible? Word, 1954, 10, 388-400. Also in H. B. Allen & G. Underwood (Eds.), Readings in American social dialectology. New York: Appleton, Century, Crofts, 1971, 300-314.

Weinreich, U. Languages in contact: Findings and problems. New York: Linguistic Circle of New York, 1953.

Weintraub, S. Research: Oral language and reading. *Reading Teacher*, 1968, [illegible], 769-773.

Weir, R. H. Some questions on the child's learning of phonology. In F. Smith and G. A. Miller (Eds.), *Genesis of language*. Cambridge, Massachusetts: MIT Press, 1966, 153-169.

Weiss, B. J. *Language, linguistics and school programs*. Proceedings of the spring institutes. Urbana: NCTE, 1963.

Weiss, L. Auditory discrimination and identification in foreign language learning. Technical report no. 17, February 1971, Stanford Center for Research and Development in Teaching, California.

Werner, R. An oral English experiment with Navajo children. *Elementary English*, 1966, *48*(7), 777-784.

White, D. Multi-ethnic books for head start children. Part I: Black and integrated literature. Report 1969, National Laboratory on Early Childhood Education, Urbana. Also in ERIC: ED 031 312.

White, R. H. The effects of structural linguistics on improving English compositions compared to that of prescriptive grammar or the absence of grammar instruction. Unpublished doctoral dissertation, University of Arizona, 1964.

Whiteman, M. et al. Some effects of social class and race on children's language and intellectual abilities. Revision of paper presented at the Society for Research in Child Development meeting, Minneapolis, March 1965. Also in ERIC: ED 022 540.

Wiggins, A. V. A study of dialect differences in the speech of first grade Negro children in the inner city schools of Cleveland, Ohio. *Dissertation Abstracts International*, 1971, *31*, 5682A.

Williams, C. On the contribution of the linguist to institutionalized racism. Available from ERIC: ED 039 511.

Williams, F. (Ed.) *Language and poverty*. Chicago: Markham, 1970.

Williams, F. Language, attitude, and social change. In F. Williams (Ed.), *Language and poverty*. Chicago: Markham, 1970, 388.

Williams, F. Language in the classroom: Studies of the pygmalion effect. *English Record*, April 1971, 108-113.

Williams, F. Psychological correlates of speech characteristics: On Sounding 'disadvantaged.' *Journal of Speech and Hearing Research*, September 1970, *13*, 472-488.

Williams, G. M., Jr. Puerto Rican English: A discussion of eight major works relevant to its linguistic description. In Language research report no. 3, February 1971, Language Research Foundation, Cambridge, Massachusetts. Also in ERIC: ED 051 709.

Williamson, J. V. The speech of Negro high school students in Memphis, Tenessee. In W. A. Stewart, *Research in progress: Social dialects of English*. Report no. 3, September 1967, Center for Applied Linguistics, Washington, D. C.

Willink, E. W. A comparison of two methods of teaching English to Navajo children. *Dissertation Abstracts International*, 1968, *29*, 1058A.

Willis, C. The development of an automatic dialect classification test. Final report, July 1969, University of Rochester, New York. Also in ERIC: ED 041 263.

Wilson, J. M. P. Whose American dream is it? *Florida FL Reporter*, Fall 1968.

Wilson, M. Standard oral English; seventh grade. Instructional guide A. Report no. LACS-Pub-ESEA-3-3, 1967, Los Angeles City Schools, California. Also in ERIC: ED 027 353.

Wisconsin Council of Teachers of English Special Bulletin no. 8. Basic considerations for a new English program, October 1963.

Wissot, J. Manipulating ethnic pride in an English as a second language class. *Florida FL Reporter*, 1969, *7*(1), 130, & 163.

Wissot, J. Some effects of teacher attitudes and current methods upon second language learners. Paper presented at the TESOL convention, New Orleans, March 1971. Also in ERIC: ED 052 673.

Wolff, F. I. An investigation of the effects of background music on learning of vocabulary and grammar and in public speaking. Doctoral dissertation, University of Pittsburgh, 1969. Also in ERIC: ED 049 212.

Wolff, J. L. The effect of subject-determined verbalization on discrimination learning in preschoolers. Report 1967, Department of Educational Psychology, Illinois University, Urbana. Also in ERIC: ED 021 620.

Wolfram, W. A. An appraisal of ERIC documents on the manner and extent of nonstandard dialect divergence. Available from ERIC: ED 034 991.

Wolfram, W. A. Black/white speech differences revisited: A preliminary report. Washington, D. C.: Center for Applied Linguistics, November 1969. Also in ERIC: ED 033 356.

Wolfram, W. A. Field techniques in an urban language study. Washington, D. C.: Center for Applied Lingusitics, 1968.

Wolfram, W. A. Linguistic correlates of social differences in the Negro community. Paper presented at Washington Linguistics Club meeting, Washington, D. C., March 1969. Also in ERIC: ED 030 103.

Wolfram, W. A. Linguistic correlates of social stratification in the speech of Detroit Negroes. *Dissertation Abstracts International*, 1970, *30*, 4973A.

Wolfram, W. A. The nature of nonstandard dialect divergence. *Elementary English*, 1970, *47*, 739-748.

Wolfram, W. A. Social dialects from a linguistic perspective: Assumptions, current research, and future directions. Paper presented at the Center for Applied Linguistics conference on approaches to social dialects, Washington, D. C., November 1969. Also in ERIC: ED 032 535.

Wolfram, W. A. Social stigmatizing and the linguistic variable in a Negro speech community. Paper presented at meeting of the Speech Association of America, Chicago, December 1968. Also in ERIC: ED 029 279.

Wolfram, W. A. Sociolinguistic alternatives in teaching reading to nonstandard speakers. *Reading Research Quarterly*, Fall 1970, *6*(1), 9-32.

Wolfram, W. A. *A sociolinguistic description of Detroit Negro speech*. Urban language series no. 5. Washington, D. C.: Center for Applied Linguistics, 1969.

Wolfram, W. A. Sociolinguistic factors in speech identification. Final report, 1969, NIMH project MH 15048-01. (With R. W. Shuy & J. W. Baratz.)

Wolfram, W. A. Sociolinguistic implications for educational sequencing. In R. Fasold and R. Shuy (Eds.), *Teaching standard English in the inner city*. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 029 281.

Wolfram, W. A. Sociolinguistic perspectives on the speech of the 'disadvantaged.' Paper presented at Speech Association of the Eastern States convention, New York, 1969. Also in ERIC: ED 029 280.

Wolfram, W. A. *Sociolinguistic premises and the nature of nonstandard dialects*. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 033 370.

Wolfram, W. A. Some linguistic features of Negro dialect. In R. Fasold and R. Shuy (Eds.), *Teaching standard English in the inner city*. Urban language series no. 6. Washington, D. C.: Center for Applied Linguistics, 1970.

Wolfram, W. A. Underlying representations in black English phonology. *Language Sciences*, April 1970, 7-12.

Wolfram, W. A. & Clarke, N. H. *Black-white speech relationships*. Washington, D. C.: Center for Applied Linguistics, 1971.

Wolfram, W. A. & Fasold, R. W. A black English translation of John 3: 1-21; with grammatical annotations. Washington, D. C.: Center for Applied Linguistics, 1968. Also in ERIC: ED 025 741.

Wolfram, W. A. & Fasold, R. W. Toward reading materials for speakers of black English: Three linguistically appropriate passages. In J. Baratz and R. Shuy (Eds.), *Teaching black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969, 186-190.

Wolfram, W. A. & Whiteman, M. The role of dialect interference in composition. *Florida FL Reporter*, 1971, *9*(1 & 2).

Womack, T. Teacher attitudes toward current usage. *English Journal*, 1959, *48*, 186-190.

Wood, B. S. Implications of psycholinguistics for elementary speech programs. *Speech Teacher*, September 1968, *17*(3).

Wood, B. S. & Curry, J. Everyday talk and school talk of the city black child. *Speech Teacher*, 1969, *18*(4).

Wood, G. R. Sub-regional speech variations in vocabulary, grammar and pronunciation. Report no. BR-5-0909, 1967, Southern Illinois University, Edwardsville, Illinois. Also in ERIC: ED 019 263.

Wood, G. R. Vocabulary change: A study of variation in regional words in eight of the southern states. Carbondale and Edwardsville: Southern Illinois University Press, 1971.

Yeshiva University graduate school of education. Research planning conference on language development in disadvantaged children, June 7-8, 1966. Report June 1966, Yeshiva University, New York. Also in ERIC: ED 027 346.

Yonemura, M. Developing language programs for young disadvantaged children. New York: Teachers College Press, 1969.

Yonemura, M. A study of the ability of nursery and kindergarten children from low socio-economic backgrounds to develop more adequate language skills through a special language program. Dissertation Abstracts International, 1966, 26(8), 4515.

Yotsukura, S. The articles in English: A structural analysis of usage. Janua linguarum, series practica 49. The Hague: Mouton, 1970. Also in ERIC: ED 047 294.

Young, R. W. English as a second language for Navajos, an overview of certain cultural and linguistic factors. Albuquerque: Bureau of Indian Affairs, 1968. Also in ERIC: ED 021 655.

Zidonis, F. J. Generative grammar: A report of research. English Journal, May 1965, 54, 405-409.

Zintz, M. V. What classroom teachers should know about bilingual education. Report no. BR-8-0609, 1969, New Mexico University, Albuquerque. Also in ERIC: ED 028 427.

BIBLIOGRAPHY OF BIBLIOGRAPHIES ON DIALECT AND DIALECT LEARNING

Allen, H. B. & Underwood, G. N. Bibliography. In H. B. Allen & G. Underwood (Eds.), *Readings in American dialectology*. New York: Appleton, Century, Crofts, 1971.

Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-McKinley County Schools, 1967. Also in ERIC: ED 024 519.

Carter, T. P. Cultural content for linguistically different learners. *Elementary English*, 1971, *48*(2), 162-175.

Corbin, R. & Crosby, M. (Eds.) *Language programs for the disadvantaged*. Urbana: NCTE, 1965.

Davis, A. L. (Ed.) *American dialects for English teachers*. Urbana: ISCPET, May 1969. Also in ERIC: ED 032 298 (Interim report).

Davis, A. L. et al. Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

Dillard, J. L. Black English in New York. *English Record*, April 1971, 114-120.

Ervin-Tripp, S. M. Sociolinguistics. Report no. 3, November 1967, University of California, Language Behavior Research Laboratory, Berkeley. Also in ERIC: ED 019 656.

Feigenbaum, I. W. Developing fluency in standard oral English. *Elementary English*, 1970, *47*, 1053-1059.

Fishman, J. A. Sociolinguistics. *Florida FL Reporter*, 1970, *8*(1 & 2), 40-42.

Garvey, C. & Baldwin, R. A self-instructional program in standard English: Development and evaluation. Report no. R-50, September 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 032 536.

Hess, K. M. & Maxwell, J. C. What to do about nonstandard dialects: A review of the literature. Minneapolis: Upper Midwest Regional Educational Laboratory, December 1969. Also in ERIC: ED 041 027.

Hoffman, M. J. Bi-dialectalism is not the linguistics of white supremacy: Sense versus sensibilities. *English Record*, April 1971, 95-102.

Hopkins, T. R. Teaching English to American Indians. *English Record*, April 1971, 24-31.

Hymes, D. The ethnography of speaking. In T. Gladwin & W. Sturtevant, (Eds.), Anthropology and human behavior. Washington, D. C.: Anthropological Society of Washington, 1962, 15-53.

Imhoof, M. (Ed.) Viewpoints, 1971, 47(2). Special issue: Social and educational insights into teaching standard English to speakers of other dialects. Bloomington, Indiana: Indiana University, 1971.

Labov, W. The study of nonstandard English. Urbana: NCTE, 1970. Also in ERIC: ED 024 053.

May, F. B. The effects of environment on oral language development: I. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1967.

Petty, W. T. & Starkey, R. J. Oral language and personal and social development. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1969.

Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. Monograph no. 6, 1968, Center for Research and Development on Educational Differences, Harvard University, Cambridge.

Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, California.

Ruddell, R. B. Language acquisition and the reading process. Paper presented at the International Reading Association conference, Kansas City, May 1969. Also in ERIC: ED 033 819.

Ruddell, R. B. Oral language and the development of other language skills. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1969.

Saville, M. R. Interference phenomena in language teaching: Their nature, extent, and significance in the acquisition of standard English. Elementary English, March 1971, 48, 396-405.

Shuy, R. W. Discovering American dialects. Urbana: NCTE, 1967.

Stewart, W. A. Facts and issues concerning Black dialect. English Record, April 1971, 121-135.

Venezky, R. L. Nonstandard language and reading. Elementary English, 1970, 47, 334-335.

Wolfram, W. A. An appraisal of ERIC documents on the manner and extent of nonstandard dialect divergence. Available from ERIC: ED 034 991.

Wolfram, W. A. The nature of nonstandard dialect divergence. *Elementary English*, 1970, *47*, 739-748.

Zintz, M. V. What classroom teachers should know about bilingual education. Report no. BR-8-0609, 1969, University of New Mexico, Albuquerque. Also in ERIC: ED 028 427.

INDIVIDUAL BIBLIOGRAPHIES

Austin, W. M. et al. Annotated bibliography (several bibliographies). In A. L. Davis, *American dialects for English teachers*. Urbana: ISCPET, May 1969.

Bibliography of American English dialects: Their nature and social consequences. Washington, D. C.: Center for Applied Linguistics, 1969.

Bibliography. Some recent information sources in modern language teaching. *Audiovisual Language Journal*, 1970, *8*(1), 41-45. Also in ERIC: ED 021 671.

Deutsch, M. Partial bibliography. Report July 1971, Institute for Developmental Studies, School of Education, New York University.

ERIC Clearinghouse for Linguistics. A bibliography of American English dialects. November 1969, Center for Applied Linguistics, Washington, D. C.

Language development in disadvantaged children: An annotated bibliography. Report August 1968, ERIC Clearinghouse for Urban Disadvantaged, Yeshiva University, New York. Also in ERIC: ED 026 414.

Moore, M. J. A preliminary bibliography of American English dialects. Washington, D. C.: Center for Applied Linguistics, November 1969. Also in ERIC: ED 033 327.

Pietrzyk, A. et al. Selected titles in sociolinguistics, an interim bibliography of works on multilingualism, language standardization, and languages of wider communication. Washington, D. C.: Center for Applied Linguistics, May 1967. Also in ERIC: ED 011 120.

Rice, F. & Guss, A. Information sources in linguistics, a biographical handbook. Washington, D. C.: Center for Applied Linguistics, 1965.

Rutherford, P. R. *A bibliography of American doctoral dissertations in linguistics: 1900-1964*. Washington, D. C.: Center for Applied Linguistics, 1968.

Scott, C. C. An interim bibliography of Black English. Report no. 4, April 1970, Programs in English Linguistics, Department of English, University of Wisconsin, Madison.

Shuy, R. W. A selective bibliography on social dialects. Washington, D.C.: Center for Applied Linguistics, June 1968. Also in ERIC: ED 018 800.

Tsuzaki, S. M. & Reinecke, J. E. English in Hawaii: An annotated bibliography. *Oceanic Linguistics*, Special publication no. 1, 1966.

SPECIALIZED BIBLIOGRAPHIES

APPALACHIAN DIALECTS

Anderson, L. A. Reading in Appalachia. *The Reading Teacher*, January 1967, 303-306, & 312.

Furbee, N. L. Transcription of Appalachian English. In A. L. Davis (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Qazilbash, A. H. A dialect survey of the Appalachian region. Final report no. BR-0-c-047, May 1971, Appalachian adult basic education demonstration center, Morehead State University, Kentucky. Also in ERIC: ED 052 210.

Stewart, W. A. Language teaching problems in Appalachia. *Florida FL Reporter*, Winter 1965-1966, 25.

BLACK DIALECTS

Abrahams, R. D. The advantages of black English. *Florida FL Reporter*, 1970, Spring/Fall, 27-30, & 51.

Abrahams, R. D. Black talk and black education. *Florida FL Reporter*, 1969, *7*(1), 10-12.

Abrahams, R. D. The white community and black culture. Paper presented at the workshop on Issues of Community and Research Group Relationships of the National Institute of Child Health and Human Development, New Orleans, March 1970.

Allen, H. B. et al. Position papers from language education for the disadvantaged. Report no. 3, June 1968, American Association of Colleges for Teacher Education; NDEA Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C. Also in ERIC: ED 036 563.

Anderson, E. A. A grammatical overview of Baltimore non-standard Negro English. Report no. 66, May 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University.

Anshen, F. A sociolinguistic analysis of a sound change. *Language Sciences*, February, 1970, 20-21.

Atlanta model. A program for improving basic skills. Communication skills labs, Atlanta Public Schools, Georgia, January 1967.

Bailey, B. L. Language and communicative styles of Afro-American children in the United States. *Florida FL Reporter*, 1969, *7*(1), 46-47, & 153.

Bailey, B. L. Language and learning styles of minority group children in the United States. Paper presented at the AERA Annual Convention, 1968. Also in ERIC: ED 034 806.

Bailey, B. L. Social dialects and the teaching of English. In *English for the junior high years*. Urbana: NCTE, 1969, 79-92.

Bailey, B. L. Some aspects of linguistics on language teaching in disadvantaged communities. *Elementary English*, 1968, *45*, 570-579. Also in ERIC: ED 023 073.

Baird, S. J. Employment interview speech: A social dialect study in Austin, Texas. *Dissertation Abstracts International*, 1969, *30*, 1543A.

Baldwin, T. L. et al. Children's communication accuracy related to race and socioeconomic status. Report February 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University, Baltimore. Also in ERIC: ED 036 532.

Baratz, J. C. Beginning readers for speakers of divergent dialects. Paper presented at the International Reading Association conference, Kansas City, April 1969. Also in ERIC: ED 034 664.

Baratz, J. C. A bi-dialectal task for determining language proficiency in economically disadvantaged Negro children. Child Development, 1969, 40(3).

Baratz, J. C. A bi-dialectal test for determining language proficiency. Available from ERIC: ED 020 519.

Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), Teaching standard English in the inner city. Washington, D.C.: Center for Applied Linguistics, 1970.

Baratz, J. C. Expressive and receptive control of plural inflectional endings in middle class and culturally deprived pre-school children. Paper presented at the American Speech and Hearing Association convention, Washington, D.C.

Baratz, J. C. Language and cognitive assessment of Negro children - assumptions and research needs. American Speech and Hearing Association, March 1969, 2(8). Also in ERIC: ED 022 157.

Baratz, J. C. The language of the ghetto child. Center Magazine, 1969, 2(1), 32-33.

Baratz, J. C. The language teacher and the disadvantaged: Testing and the Negro speaker of nonstandard English. Paper presented at the Southern conference on language teaching, Atlanta, February, 1969.

Baratz, J. C. Linguistic and cultural factors in teaching reading to ghetto children. Elementary English, 1969, 46, 199-203.

Baratz, J. C. Teaching reading in an urban Negro school system. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969.

Baratz, J. C. Who should do what to whom. . . and why? Florida FL Reporter, 1969, 7(1), 75-77, & 158-159.

Baratz, J. C. & Baratz, S. S. The social pathology model: Historical bases for psychology's denial of the existence of Negro culture. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., 1969. Also in ERIC: ED 035 678.

Baratz, J. C. & Povich, E. A. Grammatical constructions in the language of the Negro pre-school child. American Speech and Hearing Association Paper, 1967. Also in ERIC: ED 020 518.

Baratz, J. C. & Shuy, R. W. Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969.

Baratz, S. & Baratz, J. C. Negro ghetto children and urban education: A cultural solution. Florida FL Reporter, 1969, 7(1), 13-14, & 151.

Barritt, L. S. A comparison of the auditory memory performance of Negro and white children from different socio-economic backgrounds. Report no. BR-6-1784, February 1969, Michigan University, Ann Arbor. Also in ERIC: ED 029 350.

Bouchard, E. L. Psycholinguistic attitude study. Included in Studies in language and language behavior, Progress report no. 8, February 1969, Center for Research on Language and Language Behavior, Michigan University, Ann Arbor. Also in ERIC: ED 028 436.

Bryden, J. D. An acoustic and social dialect analysis of perceptual variables in listener identification and rating of Negro speakers. Final report, July 1968, Department of Speech and Pathology and Audiology, Virginia University, Charlottesville. Also in ERIC: ED 022 186.

Buck, J. F. The effects of Negro and white dialectal variations upon attitudes of college students. Speech Monographs, 1968, 2, 181-186.

Carter, J. L. Follow-up study of the effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report, October 1969, Houston University, Texas. Also in ERIC: ED 035 714.

Carter, J. L. The long range effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report no. BR-6-8390, May 1967, Houston University, Texas. Also in ERIC: ED 013 276.

Chandler, B. J. & Erickson, F. D. Sounds of society, a demonstration program in group inquiry. Final report no. BR-6-2044, January 1968, Northwestern University, Evanston, Illinois. Also in ERIC: ED 018 522.

Channon, G. Bulljive - language teaching in a Harlem school. Urban Review, 1968, 2(4), 5-12.

Cohen, P. et al. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Two volumes. Office of Education Cooperative Research Report no. 3288, 1969, Columbia University, New York. Also in ERIC: ED 028 423 and ED 028 424.

Cohen, P. & Labov, W. Systematic relations of standard and non-standard rules in grammars of Negro speakers. In Project Literacy Reports no. 8, 1967, Cornell University, Ithaca, New York, 66-84.

Cohen, P., Labov, W., & Robins, C. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City--an outline of research results. Project Literacy Reports no. 7, September 1966, Cornell University, Ithaca, New York, 13-17.

Cohen, S. A. Some learning disabilities of socially disadvantaged Puerto Rican and Negro children. Academic Therapy Quarterly, 2(1). Also in ERIC: ED 022 818.

Cohen, S. A. & Kornfeld, G. S. Oral vocabulary and beginning reading in disadvantaged black children. The Reading Teacher, 1970, 24(1), 33-38.

Cromack, R. E. The functional nature of social dialects: Social change and the teaching of black English. The English Record, April 1971, 74-82.

Davis, A. L. Teaching language and reading to disadvantaged Negro children. In E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

Davis, A. L. et al. Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

Deutsch, M. & Brown, B. Social influences in Negro-white intelligence differences. Journal of Social Issues, 1964, 20, 24-35.

Dialect of the black American. A community relations presentation, Western Electric Company. (Record)

Dillard, J. L. Black English in New York. English Record, April 1971, 114-120.

Dillard, J. L. The English teacher and the language of the newly integrated student. The Record-Teachers College, November 1967, 115-120.

Dillard, J. L. Negro children's dialect in the inner city. Florida FL Reporter, Fall 1967. Also in ERIC: ED 014 725.

Dillard, J. L. Non-standard Negro dialects - convergence or divergence? Florida FL Reporter, 1968, 65(2). Also in ERIC: ED 025 753.

Ecroyd, D. H. Negro children and language arts. Reading Teacher, 1968, 21(7), 624-629. Also in ERIC: ED 023 539.

English as a second language for the culturally depressed children at Rogers School, Leflore County, Mississippi. Research monograph, 1969, South Central Regional Educational Laboratory, Little Rock. Also in ERIC: ED 033 368.

Entwisle, D. R. Word associations of disadvantaged children. Johns Hopkins University, Baltimore.

Entwisle, D. R. & Greenberger, E. Differences in the language of Negro and white grade school children. Project no. 6160-0303, May 1968, Johns Hopkins University. Also in ERIC: ED 019 676.

Erickson, F. D. Discussion behavior in the black ghetto and in white suburbia: A comparison of language style and inquiry style. Dissertation Abstracts International, 1970, 30, 2750A.

Erickson, F. D. F'get you, honky: A new look at black dialect and the school. Elementary English, 1969, 46, 495-499, & 517.

Evertts, E. L. (Ed.) Dimensions of dialect. Urbana: NCTE, 1967. Also in ERIC: ED 030 632.

Fasold, R. W. Distinctive linguistic characteristics of black English. In J. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University Press, 1970.

Fasold, R. W. Orthography in reading materials for black English speaking children. In J. Baratz and R. Shuy (Eds.) Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969.

Fasold, R. W. Some grammatical features of Negro dialect. Washington, D.C.: Center for Applied Linguistics, 1969.

Fasold, R. W. A strategy for teaching for nonuse of black English distributive BE. Washington, D.C.: Center for Applied Linguistics, 1969.

Fasold, R. W. Tense and the form be in black English. Language, 1969, 45.

Fasold, R. W. & Shuy, R. W. Strategies for teaching standard English to black children. Washington, D.C.: Center for Applied Linguistics.

Fasold, R & Wolfram, W. Some linguistic features of Negro dialect. In R. Fasold and R. Shuy, Teaching standard English in the inner city, Urban language series no. 6., Washington, D.C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 037 720.

Figueroa, J. J. Creole studies. Available from ERIC: ED 019 664.

Frentz, T. S. Children's comprehension of standard and Negro nonstandard English sentences. Speech Monographs, 1971, 38, 10-16.

Furbee, N. L. Speech samples of disadvantaged children. In A. L. Davis (Ed.), American dialects for English teachers. Urbana: ISCPET, May 1969.

Garland, D. B. The preliminary linguistic analysis for the Dallas dialect project of the Texas Education Agency. Report February 1969, Texas Education Agency, Austin.

Garvey, C. & Baldwin, T. A self-instructional program in a standard English: Development and evaluation. Report no. R-50, September 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 032 536.

Garvey, C. & McFarlane, P. A measure of standard English proficiency of inner-city children. American Educational Research Association Journal, 1970, 7(1), 29-40.

Garvey, C. & McFarlane, P. A preliminary study of standard English speech patterns in the Baltimore city public schools. Report no. 16, March 1968, Johns Hopkins University, Baltimore. Also in ERIC: ED 019 265.

Golden, R. I. Learning standard English by linguistic methods. Available from ERIC: ED 018 783.

Goodman, K. S. Dialect barriers to reading comprehension. In J. Baratz and R. Shuy (Eds.) Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969. And in E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

Green, G. C. Negro dialect, the last barrier to integration. Journal of Negro Education, Winter 1963.

Green, M. B. Improving the meaning vocabulary of inner-city children. Paper presented at the International Reading Association conference, Kansas City, Missouri, April-May 1969. Also in ERIC: ED 034 668.

Green, W. D. Language and the culturally different. English Journal, 1965, 58(4), 724-733, 740.

Hart, L. J. Tapping the resources of black culture for classroom success. Paper presented at the NCTE convention, Atlanta, 1970.

Henrie, S. N., Jr. A study of verb phrases used by five year old nonstandard Negro English speaking children. Doctoral dissertation. Ann Arbor: University Microfilms, 1969. No. 70-13,068.

Hess, R. D. et al. The cognitive environments of urban pre-school children. Manual of instructions for administering and scoring maternal language styles. Report 1967, Urban Child Center, Chicago University, Illinois. Also in ERIC: ED 018 270.

Hoffman, M. J. The harmful effects of traditional language arts teaching methods when used with disadvantaged Afro-American children. Elementary English, 1970, 47(5), 678-683.

Houston, S. H. Child black English in Northern Florida: A sociolinguistic examination. Report no. BR-6-2869, September 1969, Southeastern Education Laboratory, Atlanta, Georgia. Also in ERIC: ED 035 879.

Houston, S. H. Child black English: The school register. Unpublished manuscript. Northwestern University.

Houston, S. H. Competence and performance in child black English. Language Sciences, October 1970, 9-14.

Houston, S. H. A sociolinguistic consideration of the black English of children in Northern Florida. Language, 1969, 45(3). Also in ERIC: ED 026 627.

Hudson, H. Foreward. In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

Imhoof, M. The preparation of language arts teachers for ghetto schools. In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

Imhoof, M. (Ed.) Viewpoints, 1971, 47(2). Special issue: Social and educational insights into teaching standard English to speakers of other dialects. Bloomington, Indiana: Indiana University, 1971.

Johns Hopkins University. A program for the study of standard language acquisition in educationally disadvantaged children. In Johns Hopkins University Third Annual Report, July 31, 1969, 139-190.

Johnson, K. R. The influence of nonstandard Negro dialect on reading achievement. English Record, April 1971, 148-155.

Johnson, K. R. Inner city dialect defended by expert. The Milwaukee Journal, Sunday, March 23, 1969.

Johnson, K. R. Nonstandard Negro dialect-effects on learning. Chicago: Instructional Dynamics Inc., 1971. (Series of five tapes)

Johnson, K. R. Should black children learn standard English? In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

Johnson, K. R. Teachers attitudes toward the nonstandard Negro dialect--let's change it. Paper presented at NCTE convention, Washington, D.C., 1969.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit III: The culturally disadvantaged Negro student. Chicago: Science Research Associates, 1966. Also in ERIC: ED 029 928.

Kendrick, S. A. Verbal ability: An obsolete measure. Council Journal, March 1968, 6(6). Also in ERIC: ED 021 929.

Kennedy, G. The language of tests for young children. CSE working paper no. 7, February 1970, California University, Los Angeles. Also in ERIC: ED 035 781.

Kochman, T. Black English in the classroom. In C. Cazden et al (Eds.), The function of language in the classroom. New York: Teachers' College Press, (in press).

Kochman, T. Culture and communication: Implications for black English in the classroom. Florida FL Reporter, 1969, 7(1), 89-92 & 172-173.

Kochman, T. The lexicon of American Negro slang. Report. Department of American English and Linguistics, Illinois Teachers College, Chicago.

Kochman, T. Rapping in the black ghetto. Trans-action, February 1969, 26-34.

Kochman, T. Social factors in the consideration of teaching standard English. Florida FL Reporter, 1969, 7(1), 87-88, & 157.

Labov, W. Contraction, deletion, and inherent variability of the English copula. Paper presented at the annual meeting of the Linguistic Society of America, Chicago, December 1967. Also in ERIC: ED 027 514.

Labov, W. Linguistic research on the non-standard English of Negro children. In A. Dove (Ed.), Problems and practices in the New York City schools. New York: New York City schools, 1965.

Labov, W. The logic of non-standard English. Florida FL Reporter, 1969, 7(1). 60-75, & 169.

Labov, W. The non-standard vernacular of the Negro community: Some practical suggestions. In Language education for the disadvantaged, Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C. Also in ERIC: ED 016 947.

Labov, W. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City. Report 1965, Columbia University, New York. Also in ERIC: ED 003 819.

Labov, W. Some sources of reading problems for Negro speakers of nonstandard English. In J. Baratz and R. Shuy (Eds.), *Teaching black children to read*. Washington, D.C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 010 688.

Labov, W. Stages in the acquisition of standard English. In R. W. Shuy (Ed.), *Social dialects and language learning*. Urbana: NCTE, 1965.

Labov, W. *The study of non-standard English*. Urbana: NCTE, 1970. Also in ERIC: ED 024 053.

Labov, W., Clark, D., Wolf, A., Halfond, M., Goehl, H., & Ecroyd, D. The dialect remediation project of Temple University. In W. A. Stewart, *Research in progress: Social dialects of English*. Report no. 3, Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

Labov, W. & Cohen, P. *Some suggestions for teaching standard English to speakers of nonstandard dialects*. New York: Columbia University, 1967. Also in ERIC: ED 016 948.

Labov, W. & Cohen, P. *Systematic relations of standard rules in the grammars of Negro speakers*. New York: Columbia University, 1967. Also in ERIC: ED 016 946.

Labov, W., Cohen, P., & Robins, C. A study of the structure of English used by Negro and Puerto Rican speakers in New York City. Final report, Cooperative Research Project no. 3091, 1965, Columbia University, New York.

Labov, W., Cohen, P., Robins, C., & Lewis, J. A study of non-standard English of Negro and Puerto Rican speakers in New York City. Volume I: Phonological and grammatical analysis. Cooperative Research Project no. 3288, 1968, Columbia University, New York. Also in ERIC: ED 028 423.

LaBrant, L. Untapped resources of Negro students. *Negro American Literature Forum*, 1967, *1*, 15-17. Also in ERIC: ED 018 435.

Lambert, W. E. & Tucker, B. B. White and Negro listener's reactions to various American English dialects. *Social Forces*, 1969, *8*, 463-468.

Lane, H., Caroline, L. & Curran, C. The perception of general American English by speakers of southern dialects. Report, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor.

Larsen, M. B. Regional variations among Negro dialect in selected Eastern cities. Unpublished paper, 1967, Center for Applied Linguistics, Washington, D.C.

Leaverton, L. et al. Psycholinguistics oral language program: A bi-dialectal approach. Experimental edition, part 1. Chicago: Chicago Board of Education, 1968. Also in ERIC: ED 034 970.

Leaverton, L. et al. The psycholinguistics reading series: A bi-dialectal approach. Teacher's manual. Chicago: Chicago Board of Education, 1969. Also in ERIC: ED 034 981.

Light, R. L. The schools and the minority child's language. Available from ERIC: ED 047 320.

Light, R. L. Some observations concerning black childrens' conversations. English Record, April 1967, 155-167.

Lin, S. C. A developmental English program for the culturally disadvantaged. College Composition and Communication, December 1965, 16(5), 273-276.

Lin, S. C. Pattern practice in the teaching of English to students with a nonstandard dialect. Report 1965, Bureau of Publications, Teachers College, Columbia University, New York.

Loban, W. D. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

Loflin, M. D. Negro nonstandard and standard English: Same or different deep structure? Center for Research in Social Behavior, March 1969, University of Missouri, Columbia.

Loflin, M. D. A note on the deep structure of non-standard English in Washington, D.C. Washington, D.C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 010 875.

Loflin, M. D. On the structure of the verb in a dialect of American Negro English. Report no. TR-26, Center for Research in Social Behavior, September 1967, Missouri University, Columbia. Also in ERIC: ED 035 857.

Loflin, M. D. A teaching problem in non-standard Negro English. English Journal, December 1967, 56(9), 1312-1314.

Loman, B. Conversations in a Negro American dialect. Washington, D.C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 013 455.

Loman, B. Intonation patterns in a Negro American dialect: A preliminary report. Washington, D.C.: Center for Applied Linguistics, 1967.

Long, R. A. The Uncle Remus dialect: A preliminary linguistic view. Paper presented at the Southeastern conference on linguistics, Florida State University, Tallahassee, March 1969. Also in ERIC: ED 028 416.

Luelsdorff, P. A. Standard English for urban blacks. Unpublished paper, Spring 1970, University of Wisconsin, Madison.

Markel, N. N. & Sharpless, C. A. Socio-economic and ethnic correlates of dialect differences. Paper presented at Linguistic Society of America annual meeting, New York, December 1968. Also in ERIC: ED 031 703.

Mattleman, M. S. & Emans, R. L. The language of the inner-city child: A comparison of Puerto Rican and Negro third grade girls. Available from ERIC: ED 033 156.

McDavid, R. I., Jr. American social dialects. College English, 1965, 26, 254-260.

McDavid, R. I., Jr. Dialectology and the teaching of reading. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969, 1-13.

McDavid, R. I., Jr., Austin, W. M. & Davis, A. L. Communication barriers for the culturally deprived. Report no. CRP-2107, 1966, University of Chicago, Chicago. Also in ERIC: ED 010 152.

McDavid, R. I., Jr. & McDavid, V. G. The relationship of the speech of American Negroes to the speech of whites. American Speech, 1951, 26, 3-17.

McDowell, N. A. A study of the academic capabilities and achievements of three ethnic groups: Anglo, Negro and Spanish surnames, in San Antonio, Texas. Austin: University of Texas, 1966.

McKay, J. R. A partial analysis of a variety of nonstandard Negro English. Dissertation Abstracts International, 1970, 30, 4967A.

Modiano, N. Bilingual education for children of linguistic minorities. American Indigena, 1968, 28, 405-414.

Monsees, E. K. & Berman, C. Speech and language screening in a summer head-start program. Journal of Speech and Hearing Disorders, 1968, 33(2). Also in ERIC: ED 019 672.

Moore, M. J. A preliminary bibliography of American English dialects. Washington, D.C.: Center for Applied Linguistics, November 1969. Also in ERIC: ED 033 327.

Morris, E. P. Transcription of Negro child's English. In A. L. Davis (Eds.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Olim, E. G. Relationships of mothers' language styles to the cognitive styles of urban preschool children. Report no. BR-5-8007, 1965. Available from ERIC: ED 019 633.

Orsini, B. New road for young migrants. Southern Education Report, March 1968, 3(7). Also in ERIC: ED 020 987.

Osser, H. et al. A study of the communicative abilities of disadvantaged children. Final report. Report no. OEO-2402, January 1968, Johns Hopkins University, School of Medicine, Baltimore, Maryland. Also in ERIC: ED 032 119.

Pederson, L. A. Middle class Negro speech in Minneapolis. ORBIS Bulletin International de Documentation Linguistique, 1967, 16(2).

Pederson, L. A. Some structural differences in the speech of Chicago Negroes. In R. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965, 28-51.

Pederson, L. A. & Stewart, W. A. Nonstandard Negro speech in Chicago. In Non-standard speech and the teaching of English, Language information series no. 2, Washington, D.C.: Center for Applied Linguistics, 1964.

Plumer, D. Language problems of the disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), Language and Poverty, Chicago: Markham, 1970.

Politzer, R. L. & Bartley, D. E. Standard English and nonstandard dialects: Phonology and morphology. Report no. RDM-46, June 1969, Stanford Center for Research and Development in Teaching, Stanford University, Stanford. Also in ERIC: ED 030 869.

Pope, M. Syntactic maturity of black and white fourth graders' speech. Research in the Teaching of English, Fall 1971, 5(2), 202-215.

Potter, T. C. Reading comprehension among minority groups: Child-generated instructional materials. Available from ERIC: ED 031 546.

Quay, L. Language dialect, reinforcement and the intelligence test performance of Negro children. Child Development, 1971, 42, 5-15.

Ramsey, K. I. A comparison of first grade Negro dialect speakers' comprehension of material presented in standard English and in Negro dialects. Doctoral dissertation, Indiana University, 1970. Ann Arbor: University Microfilms, no. 70-25,215. Also in ERIC: ED 049 261.

Rice, D. B. A comparison of the aural comprehension and oral language expression skills of middle class and inner city Negro children. Dissertation Abstracts International, 1971, 5891A.

Robins, C., Labov, W., Cohen, P., & Lewis, J. A study of the nonstandard English of Negro and Puerto Rican speakers in New York City. Two volumes. Research report no. 3288, 1969, Columbia University, New York. Also volume 1 in ERIC: ED 028 423.

Ryckman, D. B. A comparison of information processing abilities of middle and lower class Negro kindergarten boys. Report no. BR-6-1784, 1967, Center for Research in Language and Behavior, Michigan University, Ann Arbor. Also in ERIC: ED 017 924.

Rystrom, R. The effects of standard dialect training on Negro first-graders learning to read. Final report no. BR-8-I-053, September 1968, Diablo Valley College, Concord, California. Also in ERIC: ED 029 717.

Rystrom, R. Negro speech and others: A reply. Reading Research Quarterly, Fall 1970, 6(1), 123-125.

Rystrom, R. Testing Negro standard English dialect differences. Reading Research Quarterly, 1969, 4, 500-511.

St. John, N. H. & Smith, N. Annotated bibliography on school racial mix and the self concept, aspirations, academic achievement, and inter-racial attitudes and behaviors of Negro children. Report 1967, Harvard Research and Development Center on Educational Differences, Harvard University, Cambridge.

Schneider, G. D. English, pidgin-English, preliminary glossary. Report October 1965, Center for International Studies, Ohio University, Athens. Also in ERIC: ED 011 113.

Schneider, M. Black dialect: The basis for an approach to reading instruction? Educational Leadership, 1971, 28(5), 543-549.

Scott, C. C. An interim bibliography of black English. Report no. 4, April 1970, Programs in English Linguistics, Department of English, University of Wisconsin, Madison.

Shuy, R. W. Detroit speech: Careless, awkward, and inconsistent, or systematic, graceful, and regular? Elementary English, May 1968, 45(5). In A. L. Davis (Ed.), On the dialects of children. Urbana: NCTE, 1968. Also in ERIC: ED 022 155.

Shuy, R. W. Language attitudes and social stratification in urban speech. Unpublished paper. Washington, D.C.: Center for Applied Linguistics.

Shuy, R. W. A linguistic background for developing beginning reading materials for black children. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969, 117-137.

Shuy, R. W. The relevance of sociolinguistics for language teaching. TESOL Quarterly, 1969, 3(1), 13-22.

Shuy, R. W. A selective bibliography on social dialects. Washington, D.C.: Center for Applied Linguistics, June 1968. Also in ERIC: ED 018 800.

Shuy, R. W. Some problems in studying Negro white speech differences. English Record, April 1971, 179-185. Also in ERIC: ED 054 145.

Simmons, H. E. Oral history and the black studies program. Available from ERIC: ED 035 676.

Smith, R. Gullah. Reprint of bulletin no. 190, University of South Carolina, November 1, 1926. Columbia: South Carolina local bookstores, 1969. Also in ERIC: ED 034 191.

Smith, R. B. Analysis of phonological features of Negro speech vis a vis white dialects and 'consensus standard.' Report June 1968, East Texas dialect project, Texas Education Agency, Austin.

Smith, R. B. Interrelatedness of certain deviant grammatical structures in Negro nonstandard dialects. Journal of English Linguistics, March 1969. Also in ERIC: ED 030 877.

Smitherman, G. H. A comparison of the oral and written styles of a group of inner-city black students. Dissertation Abstracts International, 1970, 31, 747A.

Stewart, W. A. Color versus competence in the management of Negro dialect. Paper presented at NCTE convention, Washington, D.C., 1969.

Stewart, W. A. Continuity and change in American Negro dialects. Florida FL Reporter, Spring 1968. Also in ERIC: ED 016 236.

Stewart, W. A. Current issues in the use of Negro dialect in beginning reading texts. Florida FL Reporter, Spring/Fall 1970, 8(1 & 2), 3-7, & 46.

Stewart, W. A. Facts and issues concerning black dialect. English Record, April 1971, 121-135.

Stewart, W. A. Historical and structural bases for the recognition of Negro dialect. In J. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University Press, 1970.

Stewart, W. A. Observations of the problems of defining Negro dialect. Washington, D.C.: Center for Applied Linguistics, 1966.

Stewart, W. A. On the use of Negro dialect in the teaching of reading. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969, 156-219.

Stewart, W. A. Sociolinguistic factors in the history of American Negro dialects. Florida FL Reporter, 1967, 5(2), 1-4.

Stewart, W. A. Sociopolitical issues in the linguistic treatment of Negro dialect. In J. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University, 1970.

Stewart, W. A. Urban Negro speech: Sociolinguistic factors affecting English teaching. In R. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1964, 10-18.

Strickland, D. S. Black is beautiful vs. white is right. Paper presented at NCTE convention, Atlanta, 1970.

Taylor, O. L. An introduction to the historical development of black English: Some implications for American education. Washington, D.C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 035 863.

Tucker, G. R. & Lambert, W. E. White and Negro listeners' reactions to various American-English dialects. Social Forces, 1969, 47, 463-468.

Turner, L. D. Africanisms in the Gullah dialect. The American Negro, his history and literature series. New York: Arno Press, 1969. Also in ERIC: ED 035 884.

Valentine, C. A. It's either brain damage or no father: The false issue of deficit vs. difference models of Afro-American behavior. Paper presented at the American Psychological Association convention, Washington, D.C., September 1969. Also in ERIC: ED 035 707.

Walker, U. G. Structural features of Negro English in Natchitoches parish. Masters thesis, Northwestern State College, Natchitoches, Louisiana, 1968. Also in ERIC: ED 022 184.

Weener, P. D. The influence of dialect differences on the immediate recall of verbal messages. Report no. BR-6-1784, September 1, 1967, Michigan University, Center for Research in Language and Language Behavior, Ann Arbor. Also in ERIC: ED 017 901.

White, D. Multi-ethnic books for head start children. Part I: Black and integrated literature. Report 1969, National Laboratory on Early Childhood Education, Urbana. Also in ERIC: ED 031 312.

Wiggins, A. V. A study of dialect differences in the speech of first grade Negro children in the inner city schools of Cleveland, Ohio. Dissertation Abstracts International, 1971, 31, 5682A.

Williamson, J. V. The speech of Negro high school students in Memphis, Tennessee. In W. A. Stewart, Research in progress: Social dialects of English. Report no. 3, September 1967, Center for Applied Linguistics, Washington, D.C.

Wilson, M. Standard oral English; seventh grade. Instructional guide A. Report no. LACS-Pub-ESEA-3-3, 1967, Los Angeles City Schools, California. Also in ERIC: ED 027 353.

Wolfram, W. A. Black/white speech differences revisited: A preliminary report. Washington, D.C.: Center for Applied Linguistics, November 1969. Also in ERIC: ED 033 356.

Wolfram, W. A. Linguistic correlates of social differences in the Negro community. Paper presented at Washington Linguistics Club meeting, Washington, D.C., March 1969. Also in ERIC: ED 030 103.

Wolfram, W. A. Social dialects from a linguistic perspective: Assumptions, current research, and future directions. Paper presented at the Center for Applied Linguistics conference on approaches to social dialects, Washington, D.C., November 1969. .Also in ERIC: ED 032 535.

Wolfram, W. A. Social stigmatizing and the linguistic variable in a Negro speech community. Paper presented at meeting of the Speech Association of America, Chicago, December 1968. Also in ERIC: ED 029 279.

Wolfram, W. A. Sociolinguistic alternatives in teaching reading to nonstandard speakers. Reading Research Quarterly, Fall 1970, 6(1), 9-32.

Wolfram, W. A. A sociolinguistic description of Detroit Negro speech. Urban language series no. 5. Washington, D.C.: Center for Applied Linguistics, 1969.

Wolfram, W. A. Sociolinguistic implications for educational sequencing. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Urban language series no. 6. Washington, D.C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 029 281.

Wolfram, W. A. Sociolinguistic perspectives on the speech of the 'disadvantaged.' Paper presented at Speech Association of the Eastern States convention, New York, 1969. Also in ERIC: ED 029 280.

Wolfram, W. A. Sociolinguistic premises and the nature of nonstandard dialects. Washington, D.C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 033 370.

Wolfram, W. A. Some linguistic features of Negro dialect. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Urban language series no. 6. Washington, D.C.: Center for Applied Linguistics, 1970.

Wolfram, W. A. Underlying representations in black English phonology. Language Sciences, April 1970, 7-12.

Wolfram, W. A. & Clarke, N. H. Black-white speech relationships. Washington, D.C.: Center for Applied Linguistics, 1971.

Wolfram, W. A. & Fasold, R. W. A black English translation of John 3: 1-21; with grammatical annotations. Washington, D.C.: Center for Applied Linguistics, 1968. Also in ERIC: ED 025 741.

Wolfram, W. A. & Fasold, R. W. Toward reading materials for speakers of black English: Three linguistically appropriate passages. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969, 186-190.

Wood, B. S. & Curry, J. Everyday talk and school talk of the city black child. Speech Teacher, 1969, 18(4).

HAWAIIAN

Adkins, D. C. et al. Preliminary evaluation of a language curriculum for preschool children. Final report no. OEO-4219, 1967, Educational Research and Development Center, Hawaii University, Honolulu. Also in ERIC: ED 021 618.

Heinberg, P. et al. Speech-communication learning system. Volume one, learner's handbook. Honolulu: Speech Communication Center, University of Hawaii, 1968. Also in ERIC: ED 020 523.

Owens, T. R. et al. Annual evaluation report of the Hawaii English Project for 1969-1970. Report 1970, Hawaii Curriculum Center, Hawaii University, Honolulu. Also in ERIC: ED 050 103.

Tsuzaki, S. M. & Reinecke, J. E. English in Hawaii: An annotated bibliography. Oceanic Linguistics, Special publication no. 1, 1966.

Vanderslice, R. & Pierson, L. S. Prosodic features of Hawaiin English. Quarterly Journal of Speech, 1967, 53(2), 156-166. Also in ERIC: ED 024 019.

Voegelin, C. E. & Voegelin, F. M. Hawaiin pidgin and mother tongue. Anthropological Linguistics, 1964, 6, 20-56.

414

INDIAN DIALECTS

Allen, H. B. The survey of the teaching of English to non-English speakers in the United States. Urbana: NCTE, 1966.

Briere, E. J. Testing ESL skills among American Indian children. In J. E. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University, 1970.

Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-McKinley County Schools, 1967. Also in ERIC: ED 024 519.

Crawford, D. A. et al. Minnesota Chippewa Indians, a handbook for teachers. Minneapolis: Upper Midwest Regional Educational Laboratory, 1967. (Out of print). Available from ERIC: ED 017 383.

Evertts, E. L. (Ed.) Annotated bibliography of books for elementary children in English and foreign language editions. In E. L. Evertts, (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

Evertts, E. L. (Ed.) Dimensions of dialect. Urbana: NCTE, 1967. Also in ERIC: ED 030 632.

Gordon, S. B. The relationship between the English language abilities and home language experience of first-grade children, from three ethnic groups, of varying socioeconomic status and varying degrees of bilingualism. Doctoral dissertation, University of New Mexico, 1969. Ann Arbor: University Microfilms, no. 70-16,385. Also in ERIC: ED 050 092.

Hopkins, T. R. American Indians and the English language arts. Florida FL Reporter, 1969, 7(1), 145-146.

Hopkins, T. R. Teaching English to American Indians. English Record, April 1971, 24-31.

Ivey, L. P. Influence of Indian language background on reading and speech development. Dissertation Abstracts International, 1969, 29, 2438A.

John, V. P. & Horner, V. M. Early childhood bilingual education. New York: Modern Language Association of America, 1971. Also in ERIC: ED 047 593.

Kindergarten curriculum guide for Indian children: A bilingual bicultural approach. Report September 1968, National Association for the Education of Young Children, Washington, D. C. Also in ERIC: ED 031 318.

Knowlton, C. S. Spanish-American schools in the 1960's. Paper presented at the teacher orientation, New Mexico Schools, West Las Vegas, August 1966. Also in ERIC: ED 012 194.

Kopp, J. L. I sees 'em as I calls 'em, hue discrimination and hue naming across cultures. Report no. BR-6-1784, September 1967, Michigan University, Ann Arbor. Also in ERIC: ED 017 900.

Linguistic, cultural, and education background: Problems and needs. In The study of the problems of teaching English to American Indians, July 1967.

Maynes, J. O., Jr. Bilingual education in Arizona. Bilingual programs in the southwest, report no. R-3, November 1967, National Council of Foreign Language Teachers, El Paso, Texas. Also in ERIC: ED 017 385.

McKenzie, K. S. Language: The great barrier. *English Quarterly*, 1969, *2*(2), 37-42. Also in ERIC: ED 030 879.

Mickelson, N. I. & Galloway, C. G. Cummulative language deficit among Indian children. Paper presented at the seventh Canadian Conference on Educational Research, Victoria, British Columbia, 1969. Also in ERIC: ED 030 864.

Ohannessian, S. *A study of the problems of teaching English to American Indians: Report and recommendations*. Washington, D. C.: Center for Applied Linguistics, 1967.

Olstad, C. (Ed.) Bilingual education in three cultures, annual conference of the Southwest Council for Bilingual Education, 1968, El Paso. Las Cruces, New Mexico: New Mexico State University, Department of Modern Languages, 1968. Also in ERIC: ED 027 515.

Potts, A. Developing curriculum for Indian children. Available from ERIC: ED 012 188.

Povey, J. F. Cultural self-expression through English in American Indian schools. *Florida FL Reporter*, 1969, *7*(1), 131-132, & 164.

Rand, E. *Constructing dialogs*. New York: Holt, Rinehart and Winston, 1969. Also in ERIC: ED 032 534.

Salisbury, L. Teaching English to Alaska natives. Paper presented at TESOL conference, New York City, March 1966.

Saville, M. R. *Curriculum guide for teachers of English in kindergartens for Navajo children*. Washington, D. C.: Center for Applied Linguistics, July 1969. Also in ERIC: ED 030 122.

Saville, M. R. & Troike, R. C. *A handbook of bilingual education*. Washington, D. C.: Georgetown University, 1970. Also in ERIC: ED 035 877.

Scoon, A. R. Affective influences on English language teaching among Indian students. Paper presented at the TESOL convention, New Orleans, March 1971.

Scoon, A. R. American Indian ethnic attitudes in relation to school achievement. Paper presented at the AERA annual convention, New York, February 1971. Also in ERIC: ED 047 858.

Sizemore, M. Closing the gap in Indian education. Report January 1967, Arizona State Department of Public Instruction, Phoenix. Also in ERIC: ED 011 475.

Slager, W. R. & Madsen, B. M. English for American Indians; a newsletter of the Office of Education Programs, Bureau of Indian Affairs, U. S. Department of the Interior. Salt Lake City: Utah University, 1971. Also in ERIC: ED 048 597.

Tax, S. & Thomas, R. K. Education "for" American Indians: Threat or promise? Florida FL Reporter, 1969, 7(1), 15-19, & 154.

Thompson, H. Teaching English to Indian children. In E. L. Evertts (Ed.), Dimensions of Dialect. Urbana: NCTE, 1967.

Werner, R. An oral English experiment with Navajo children. Elementary English, 1966, 48(7), 777-784.

Willink, E. W. A comparison of two methods of teaching English to Navajo children. Dissertation Abstracts International, 1968, 29, 1058A.

Young, R. W. English as a second language for Navajos, an overview of certain cultural and linguistic factors. Albuquerque: Bureau of Indian Affairs, 1968. Also in ERIC: ED 021 655.

SPANISH

Allen, H. B. *The survey of the teaching of English to non-English speakers in the United States*. Urbana: NCTE, 1966.

Andersson, T. Bilingual elementary schooling: A report to Texas educators. *Florida FL Reporter*, 1969, *7*(1), 37-40.

Arnold, R. D. & Taylor, T. H. Mexican-Americans and language learning. *Childhood Education*, 1969, *46*, 149-154.

Arnold, R. D. & Wist, A. H. Auditory discrimination abilities of disadvantaged Anglo and Mexican-American children. *Elementary School Journal*, 1970, *70*, 295-299.

Benjamin, R. C. A bilingual oral language and conceptual development program for Spanish-speaking pre-school children. Paper presented at third annual TESOL Convention, Chicago, March 1969. Also in ERIC: ED 030 087.

Bernal, J. J. I am Mexican-American. *Florida FL Reporter*, 1969, *7*(1), 32, & 154.

Bills, G. D. Preliminary linguistic analysis for the WACO area dialect project of the Texas Education Agency. Unpublished manuscript, Texas Education Agency, 1969.

Blanco, G. Texas report on education for bilingual students. Paper presented at the annual conference of the Southwest Council of Foreign Language Teachers, El Paso, November 1967. Also in ERIC: ED 017 388.

Bordie, J. G. Cultural sensitivity training for the teacher of Spanish speaking children. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 028 418.

Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-McKinley County Schools, 1967. Also in ERIC: ED 024 519.

Cohen, P. et al. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Two volumes. Office of Education Cooperative Research Report no. 3288, 1969, Columbia University, New York. Also in ERIC: ED 028 423 and ED 028 424.

Cohen, P. S., Labov, W., & Robins, C. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City--an outline of research results. Project literacy reports no. 7, September 1966, Cornell University, Ithaca, New York, 13-17.

Cohen, S. A. Some learning disabilities of socially disadvantaged Puerto Rican and Negro children. *Academic Therapy Quarterly*, *2*(1). Also in ERIC: ED 022 818.

Cooksey, R. C. Priorities in instituting the teaching of English as a second language in a Southwest Texas school. TESOL Quarterly, 1968, *2*(3). Also in ERIC: ED 025 747.

Cornejo, R. J. Bilingualism: Study of the lexicon of the five year old Spanish speaking children of Texas. *Dissertation Abstracts International*, 1969, *30*, 1544A-1545A.

Davis, A. L. English problems of Spanish speakers. In A. L. Davis (Ed), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Davis, A. L. et al. Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

English program for agricultural migrant workers. Report 1958, Puerto Rico Commonwealth, New York. Also in ERIC: ED 031 316.

Evans, F. B. The psychocultural origins of achievement and achievement motivation: The Mexican-American family. Southwest Educational Development Laboratory, Austin, Texas.

Fennessey, J. An exploratory study of non-English speaking homes and academic performance. Report no. BR-6-1610-3, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 613.

Fisher, J. C. Bilingualism in Puerto Rico: A history of frustration. *English Record*, Special anthology issue and monograph no. 14, 1971, *21*(4).

Fishman, J. A. Attitudes and beliefs about Spanish and English among Puerto Ricans. In M. Imhoof (Ed.), *Viewpoints*. Bloomington: Indiana University.

Flores, S. H. The nature and effectiveness of bilingual education programs for the Spanish-speaking child in the U. S. *Dissertation Abstracts International*, 1970, *30*, 2904A.

Forrester, F. Preschool program. Report no. USOE-OE-37034, Fresno, California.

Furbee, N. L. Speech samples of disadvantaged children. In A. L. Davis (Ed.), *American dialects for English teachers*. Urbana: ISCPET, May 1969.

Garland, D. B. The preliminary linguistic analysis for the Dallas dialect project of the Texas Education Agency. Report February 1969, Texas Education Agency, Austin.

Gordon, C. W., Schwartz, A. J., Wenkert, R., & Nasatir, D. Educational achievement and aspirations of Mexican-American youth in a metropolitan context. Report October 1968, Center for The Study of Evaluation of Instructional Programs, University of California, Los Angeles.

Gordon, S. B. The relationship between the English language abilities and home language experience of first-grade children, from three ethnic groups, of varying socioeconomic status and varying degrees of bilingualism. Doctoral dissertation, University of New Mexico, 1969. Ann Arbor: University Microfilms, no. 70-16, 385. Also in ERIC: ED 050 092.

Hernandez, L. F. Teaching English to the culturally disadvantaged Mexican-American student. English Journal, 1968, 57(1), 87-92. Also in ERIC: ED 027 354.

Hobson, A. The Marie Hughes language training model. Report 1968, National Laboratory on Early Childhood Education, Tucson, Arizona. Also in ERIC: ED 025 305.

Horn, T. D. A study of the effects of intensive oral-aural English language instruction, oral-aural Spanish language instruction and non-oral-aural instruction on reading readiness in grade one. Report no. CRP-2648, 1966, University of Texas, Austin. Also in ERIC: ED 010 048.

Jameson, G. R. The development of a phonemic analysis for an oral English proficiency test for Spanish-speaking school beginners. Austin: University of Texas, 1967.

John, V. P., & Horner, V. M. Early childhood bilingual education. New York: Modern Language Association of American, 1971. Also in ERIC: ED 047 593.

Kleitsch, R. V. Teaching English as a second language, grades 7-12. San Diego: San Diego City Schools, Education Center, 1968. Also in ERIC: ED 027 128.

Kniefel, T. S. Programs available for strengthening the education of Spanish speaking students. Paper presented for the conference on teacher education for Mexican-Americans, 1969, Mexico State University, University Park, New Mexico. Also in ERIC: ED 025 366.

Knight, L. N. 1966-67 (Year three) findings: A comparison of the effectiveness of intensive oral-aural English instruction, intensive oral-aural Spanish instruction, intensive aural instruction on the oral language and reading achievement of Spanish speaking second and third graders. Report 1969, University of Texas, Austin.

Knowlton, C. S. Spanish-American schools in the 1960's. Paper presented at the teacher orientation, New Mexico Schools, West Las Vegas, August 1966. Also in ERIC: ED 012 194.

Labov, W. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City. Report 1965, Columbia University, New York. Also in ERIC: ED 003 819.

Labov, W. The social stratification of English in New York City. Washington, D. C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 012 927.

Labov, W., Cohen, P., & Robins, C. A study of the structure of English used by Negro and Puerto Rican speakers in New York City. Final report, Cooperative Research Project no. 3091, 1965, Columbia University, New York.

Labov, W., Cohen, P., Robins, C., & Lewis, J. A study of non-standard English of Negro and Puerto Rican speakers in New York City. Volume I: Phonological and grammatical analysis. Cooperative Research Project no. 3288, 1968, Columbia University, New York. Also in ERIC: ED 028 423.

Lance, D. M. A brief study of Spanish English bilingualism: Final report. Research project ORR-Liberal Arts-15504, no. RP-ORR-LA-15504, 1969, Texas A and M University, College Station, Texas. Also in ERIC: ED 032 529.

Light, R. L. The schools and the minority child's language. Available from ERIC: ED 047 320.

Lopez, J. K. The Mexican-American curriculum study. Report of a coupled basic education--on the job training program for monolingual Mexican-Americans. Report 1968, California State Department of Education, Sacramento. Also in ERIC: ED 028 853.

Mattleman, M. S. & Emans, R. L. The language of the inner-city child: A comparison of Puerto Rican and Negro third grade girls. Available from ERIC: ED 033 156.

Maynes, J. O., Jr. Bilingual education in Arizona. Bilingual programs in the Southwest, report no. R-3, November 1967, National Council of Foreign Language Teachers, El Paso, Texas. Also in ERIC: ED 017 385.

McDowell, N. A. A study of the academic capabilities and achievements of three ethnic groups: Anglo, Negro and Spanish surnames, in San Antonio, Texas. Austin: University of Texas, 1966.

Michigan State Department of Public Instruction. The disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Department, Lansing. Also in ERIC: ED 013 858.

Migrant primary interdisciplinary program. State of Michigan, Ann Arbor.

Modiano, N. Bilingual education for children of linguistic minorities. American Indigena, 1968, 28, 405-414.

Modiano, N. The Whorfian hypothesis among the poor. Paper presented at the American Orthopsychiatric Association convention, New York, April 1969.

Nash, R. Intonational interference in the speech of Puerto Rican bilinguals, an instrumental study based on oral readings of a Juan Bobo story. Available from ERIC: ED 024 939.

Ortego, P. English oriented schools cause Chicano educational failures. AAUW Journal, August 1971, 6.

Ott, E. A study of levels of fluency and proficiency in oral English of Spanish-speaking school beginners. Austin: University of Texas, 1967.

Pena, A. A. A comparative study of selected syntactical structures of the oral language status in Spanish and English of disadvantaged first grade Spanish speaking children. Austin: University of Texas, 1967.

Politzer, R. L. Auditory discrimination and the "disadvantaged" deficit or difference. English Record, April 1971, 174-179.

Politzer, R. L. & Bartley, D. E. Standard English and nonstandard dialects: Elements of syntax. Report no. RDM-54, October 1969, Stanford Center for Research and Development in Teaching, Stanford University, Stanford. Also in ERIC: ED 034 977.

Politzer, R. L. & McMahon, S. Auditory discrimination performance of pupils from English and Spanish speaking homes. Research and development memorandum no. 67, July 1970, Stanford Center for Research and Development in Teaching, California.

Rivero, M. L. A surface structure constraint on negation in Spanish. Language, 1970, 46(3).

Robinett, R. Michigan migrant primary interdisciplinary program. Ann Arbor: Michigan Department of Education, 1969.

Robinett, R. & Benjamin, R. C. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: MLA/ACTFL Materials Center, 1970. Also in ERIC: ED 039 816.

Robins, C., Labov, W., Cohen, P., & Lewis, J. A study of the nonstandard English of Negro and Puerto Rican speakers in New York City. Two volumes. Research report no. 3288, 1969, Columbia University, New York. Also Volume I in ERIC: ED 028 423.

Rodriguez, A. The Mexican-American--disadvantaged? Ya Basta! Florida FL Reporter, 1969, 7(1), 35-36, & 160.

Rosen, C. L. Some needed research regarding the language and reading instructional problems of Spanish speaking children. Paper presented at the International Reading Association Conference, Kansas City, May 1969. Also in ERIC: ED 031 384.

Rosen, C. L. & Ortego, P. D. Problems and strategies in teaching the language arts to Spanish speaking Mexican-American children. Paper presented at the conference on teacher education for Mexican-Americans, Las Cruces, New Mexico, February 1969.

Rubel, A. J. Some cultural anthropological aspects of English as a second language. Report no. BR-0249-21, 1966. Available from ERIC: ED 011 609.

Saville, M. R. & Troike, R. C. A handbook of bilingual education. Washington, D. C.: Georgetown University, 1970. Also in ERIC: ED 035 877.

Seidman, D. M. Standard oral English, tenth grade: Instructional guide D. Report no. LASC-Pub-ESEA-3-1, 1967, Los Angeles City Schools, Los Angeles. Also in ERIC: ED 027 352.

Sepulveda, B. R. Teaching the educationally disadvantaged Hispano child at the K-3 level. Available from ERIC: ED 036 807.

Silvaroli, N. J. & Whitcomb, M. W. A comparison of the oral language patterns of three low socioeconomic groups of pupils entering first grade. Report 1967, Arizona State University, Tempe. Also in ERIC: ED 032 943.

Silver Burdett. Marketing matters-international sales bulletin, April 21, 1971.

Simpson, D. Transcription of Puerto Rican English. In A. L. Davis et al. (Eds.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago. Also in ERIC: ED 028 445.

Southwest Council of Foreign Language Teachers. Our bilinguals--social and psychological barriers, linguistic and pedagogical barriers. Papers presented at the second annual conference of the Southwest Council of Foreign Language Teachers, El Paso, 1965. Also in ERIC: ED 019 899.

Staff report. A study of equality of educational opportunity for Mexican-Americans in nine school districts of the San Antonio area. Washington, D. C.: Commission on Civil Rights, 1969, 34-35.

Stemmler, A. O. An experimental approach to the teaching of oral language and reading. Harvard Educational Review, 1966, 36, 42-59.

Stockwell, R. P. & Bowen, D. J. The sounds of English and Spanish. In C. A. Ferguson (Ed.), Contrastive structure series. Chicago: University of Chicago Press, 1965.

Stockwell, R. P., Bowen, D. J. & Martin, J. W. The grammatical structures of English and Spanish. Chicago: University of Chicago Press, 1965.

Taylor, M. E. An overview of research on bilingualism. Report 1970, California State Department of Education, Sacremento. Also in ERIC: ED 049 876.

Taylor, T. H. A comparative study of the effects of oral-aural language training on gains in English language for fourth and fifth grade Mexican-American children. Dissertation Abstracts International, 1970, 30, 5178A.

Troike, R. C. Linguistics and the bilingual child. University of Texas, Austin.

Williams, G. M., Jr. Puerto Rican English: A discussion of eight major works relevant to its linguistic description. In Language research report no. 3, February 1971, Language Research Foundation, Cambridge, Massachusetts. Also in ERIC: ED 051 709.

Zintz, M. V. What classroom teachers should know about bilingual education. Report no. BR-8-0609, 1969, University of New Mexico, Albuquerque. Also in ERIC: ED 028 427.

REGIONAL DIALECTS--EAST

American speech dialects. National Center for Audio Tapes, University of Colorado, Boulder, (Tape).

Anderson, E. A. A grammatical overview of Baltimore non-standard Negro English. Report no. 66, May 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University.

Anthony, A & Grose, L. M. Pattern practice for students using a non-standard dialect. In W. A. Stewart, *Research in progress: Social dialects of English*. report no. 3. Washington, D. C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

Atwood, E. B. *A survey of verb forms in the Eastern United States*. Ann Arbor, Michigan: University of Michigan Press, 1953.

Carton, A. S. Basic speech improvement program for disadvantaged pupils in non-public schools--regular day schools. New York: Center for Urban Education, August 1966. Also in ERIC: ED 011 024.

Cohen, P. et al. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Two volumes. Office of Education Cooperative Research Report no. 3288, 1969, Columbia University, New York. Also in ERIC: ED 028 423 and ED 028 424.

Cohen, P. S., Labov, W., & Robins, C. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City--an outline of research results. Project Literacy Reports no. 7, September 1966, Cornell, University, Ithaca, New York, 13-17.

Entwisle, D. R. Word associations of disadvantaged children. Johns Hopkins University, Baltimore.

Entwisle, D. R. & Greenberger, E. Differences in the language of Negro and white grade school children. Project no. 6160-0303, May 1968, Johns Hopkins University. Also in ERIC: ED 019 676.

Fennessey, J. An exploratory study of non-English speaking homes and academic performance. Report no. BR-6-1610-3, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 613.

Furbee, N. L. Transcription of Appalachian English. In A. L. Davis et al. (Eds.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Garvey, C. & Baldwin, T. A self-instructional program in standard English: Development and evaluation. Report no. R-50, September 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 032 536.

Garvey, C. & McFarlane, P. T. A preliminary study of standard English speech patterns in the Baltimore city public schools. Report no. 16, March 1968, Johns Hopkins University, Baltimore. Also in ERIC: ED 019 265.

Gussow, J. & Bailey, B. L. Summary of the proceedings of the working conference on language development in disadvantaged children. Yeshiva University, New York, October 1965. Also in ERIC: ED 010 777.

Johns Hopkins University. A program for the study of standard language acquisition in educationally disadvantaged children. In Johns Hopkins University third annual report, July 31, 1969, 139-190.

Kurath, H. Regionalism in American English. In R. F. Hogan (Ed.), _The English language in the school program_. Urbana: NCTE, 1966.

Labov, W. The non-standard vernacular of the Negro community: Some practical suggestions. In Language education for the disadvantaged, Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C. Also in ERIC: ED 016 947.

Labov, W. Phonological correlates of social stratification. _American Anthropologist_, December 1964, 164-176.

Labov, W. A preliminary study of the structure of English used by Negro and Puerto Rican speakers in New York City. Report 1965, Columbia University, New York. Also in ERIC: ED 003 819.

Labov, W. _The social stratification of English in New York City_. Washington, D. C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 012 927.

Labov, W., Cohen, P., & Robins, C. A study of the structure of English used by Negro and Puerto Rican speakers in New York City. Final report, Cooperative Research Project no. 3091, 1965, Columbia University, New York.

Labov, W., Cohen, P., Robins, C., & Lewis, J. A study of non-standard English of Negro and Puerto Rican speakers in New York City. Volume I: Phonological and grammatical analysis. Cooperative Research Project no. 3288, 1968, Columbia University, New York. Also in ERIC: ED 028 423.

Larsen, M. B. Regional variations among Negro dialect in selected Eastern cities. Unpublished paper, 1967, Center for Applied Linguistics, Washington, D.C.

Lissitz, R. W. & Cohen, S. L. A brief description and evaluation of the Syracuse oral language development program. _Reading Teacher_, October 1970, _24_(1).

Loflin, M. D. A note on the deep structure of non-standard English in Washington, D. C. Washington, D. C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 010 875.

Pittsburgh Public Schools. Standard speech development program: 1968 report. Report 1968, Pittsburgh Public Schools. Also in ERIC: ED 025 526.

Robins, C., Labov, W., Cohen, P. & Lewis, J. A study of the nonstandard English of Negro and Puerto Rican speakers in New York City. Two volumes. Research report no. 3288, 1969, Columbia University, New York. Also volume 1 in ERIC: ED 028 423.

Speech improvement program. Philadelphia schools. In Inventory of projects and activities in reading and English. Washington, D. C.: Center for Applied Linguistics, 1967.

Stewart, W. A. Language and communication problems in southern Appalachia. Washington, D. C.: Center for Applied Linguistics, August 1967. Also in ERIC: ED 012 026.

Stewart, W. A. Language teaching problems in Appalachia. Florida FL Reporter, 1969, 7(1), 58-59, & 161.

REGIONAL DIALECTS--MIDWEST

Allen, H. B. The primary dialect areas of the Upper Midwest. In A. H. Marckwardt, (Ed.), *Studies in languages and linguistics in honor of Charles C. Fries, 1964*. (Reprinted by permission of the English Language Institute of the University of Michigan.)

Bailey, C. J. N. Is there a midland dialect of American English? Slightly augmented version of paper presented at Linguistic Society of American summer meeting, 1968. Also in ERIC: ED 021 240.

Billiard, C. E. Dialect features affecting the social mobility and economic opportunities of the disadvantaged in Ft. Wayne, Indiana. *Dissertation Abstracts International*, 1970, *30*, 4962A.

Communication skills center project; Detroit, Michigan. *It works*. Report no. OE-37039, 1969, U. S. Government Printing Office, Washington, D. C. Also in ERIC: ED 028 894.

Davis, A. L. & McDavid, R. I., Jr. A description of the Chicago speech survey: Communication barriers to the culturally deprived. Project Literacy reports no. 2, 1964, Cornell University, Ithaca, New York.

Disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Department of Public Instruction, Lansing. Also in ERIC: ED 013 858.

Elementary reading centers; Milwaukee, Wisconsin. *It works*. Report no. OE-37031, 1969, O.E. Bureau of Elementary and Secondary Education, Washington, D. C. Also in ERIC: ED 028 895.

Ellison, M. L. Compendium of reading materials and teaching techniques for the Wisconsin prototypic system of reading instruction. Practical paper no. 7, Wisconsin Research and Development Center, Madison.

Fasold, R. W. A sociolinguistic study of the pronunciation of three vowels in Detroit speech. Washington, D. C.: Center for Applied Linguistics, 1968.

Golden, R. I. & Martellock, H. A. Teaching standard English to urban primary children. Final report no. Proj-no-1373, August 1967, Detroit Public Schools, Michigan. Also in ERIC: ED 020 155.

Gordon, R. I. *Improving patterns of language usage*. Detroit: Wayne State University Press, 1960.

Green, W. D. Language and the culturally different. *English Journal*, 1965, *58*(4), 724-733, & 740.

Hess, R. D. et al. The cognitive environments of urban pre-school children. Manual of instructions for administering and scoring maternal language styles. Report 1967, Urban Child Center, University of Chicago, Illinois. Also in ERIC: ED 018 270.

Kurath, H. Regionalism in American English. In R. F. Hogan (Ed.), The English language in the school program. Urbana: NCTE, 1966.

Labov, W. The non-standard vernacular of the Negro community: Some practical suggestions. In Language education for the disadvantaged, Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C. Also in ERIC: ED 016 947.

McDavid, R. I., Jr., Austin, W. M. & Davis, A. L. Communication barriers for the culturally deprived. Report no. CRP-2107, 1966, University of Chicago, Chicago. Also in ERIC: ED 010 152.

Migrant primary interdisciplinary program. State of Michigan, Ann Arbor.

Milwaukee Public Schools. Program for developing speech and language skills in the educationally deprived child through the utilization of the specialized training of speech therapists, September 6, 1966-June 16, 1967. Program evaluation. Report 1967, Division of Curriculum and Instruction, Milwaukee Public Schools, Milwaukee. Also in ERIC: ED 029 058.

Pederson, L. A. Middle class Negro speech in Minneapolis. ORBIS Bulletin International de Documentation Linguistique, 1967, 16(2).

Pederson, L. A. The pronunciation of English in metropolitan Chicago. Publication of the American Dialect Society, November 1965, 1-71.

Pederson, L. A. Some structural differences in the speech of Chicago Negroes. In R. Shuy (Ed.), Social dialects and language learning. Champaign: NCTE, 1965, 28-51.

Pederson, L. A. & Stewart, W. A. Nonstandard Negro speech in Chicago. In Non-standard speech and the teaching of English, Language information series no. 2, Washington, D. C.: Center for Applied Linguistics, 1964.

Shuy, R. W. Detroit dialect study. In W. Stewart, Research in progress: Social dialect of English, report no. 3, 1967, Center for Applied Linguistics, Washington, D. C.

Shuy, R. W. Detroit speech: Careless, awkward, and inconsistent, or systematic, graceful, and regular? Elementary English, May 1968, 45(5). In A. L. Davis (Ed.), On the dialects of children. Urbana: NCTE, 1968. Also in ERIC: ED 022 155.

Shuy, R. W. Social dialects and language learning. Urbana: NCTE, 1964.

Shuy, R. W. A study of social dialects in Detroit. Available from ERIC: ED 022 187.

Shuy, R. W., Wolfram, W. A. & Riley, W. K. Linguistic correlates of speech stratification. Cooperative research project no. 6, 1967, U. S. Office of Education, Washington, D. C.

Siders, S. K. An analysis of the language growth of selected children in a first grade title I project. Doctoral dissertation, Kent State University, 1969.

Wolfram, W. A. Linguistic correlates of social stratification in the speech of Detroit Negroes. Dissertation Abstracts International, 1970, 30, 4973A.

REGIONAL DIALECTS--SOUTH

American speech dialects. National Center for Audio Tapes, Univeristy of Colorado, Boulder. (Tape).

Atlanta model. A program for improving basic skills. Communication skills labs, Atlanta Public Schools, Georgia, January 1967.

Bailey, B. L. Some aspects of linguistics on language teaching in disadvantaged communities. *Elementary English*, 1968, *45*, 570-579. Also in ERIC: ED 023 073.

Bright, W. Language, social stratification and cognitive orientation. In S. Lieberson (Ed.), *Exploraticns in sociolinguistics*. *International Journal of American Linguistics*, October 1967, 313-318.

Burks, A. & Guilford, P. D. Wakulla county oral language project. *Elementary English*, May 1969, *46*(5), 606-611.

Cassidy, R. G. Teaching standard English to speakers of Creole in Jamaica, West Indies. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University, 1970.

Day, D. E. The effects of different language instruction on the use of attributes of pre-kindergarten disadvantaged children. Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 1968. Also in ERIC: ED 016 522.

English as a second language for the culturally depressed children at Rogers School, Leflore County, Mississippi. Research monograph, 1969, South Central Regional Educational Laboratory, Little Rock. Also in ERIC: ED 033 368.

Figueroa, J. J. Creole studies. Available from ERIC: ED 019 664.

Furbee, N. L. Transcription of Appalachian English. In A. L. Davis et al. (Eds.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Galvan, M. & Troike, R. C. The east Texas dialect project: A pattern for education. *Florida FL Reporter*, 1969, *7*(1), 29-31 & 152-153.

Garland, D. B. The preliminary linguistic analysis for the Dallas dialect project of the Texas Education Agency. Report February, 1969, Texas Education Agency, Austin.

Grise, R. N. The English teacher in Kentucky: A study of the academic and professional preparation of public high school teachers of English in Kentucky. Doctoral dissertation, University of Kentucky, 1963. Also in ERIC: ED 050 079.

Houston, S. H. Child black English in northern Florida: A sociolinguistic examination. Report no. BR-6-2869, September 1969, Southeastern Education Laboratory, Atlanta, Georgia. Also in ERIC: ED 035 879.

Houston, S. H. A sociolinguistic consideration of the black English of children in northern Florida. *Language*, 1969, *45*(3). Also in ERIC: ED 026 627.

Kurath, H. Regionalism in American English. In R. F. Hogan (Ed.), *The English language in the school program*. Urbana: NCTE, 1966.

Lane, H., Caroline, L. & Curran, C. The perception of general American English by speakers of southern dialects. Report, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor.

McDavid, R. I., Jr. Postvocalic -r in South Carolina: A social analysis. *American Speech*, 1948, *23*, 194-203.

Orsini, B. New road for young migrants. *Southern Education Report*, March 1968, *3*(7). Also in ERIC: ED 020 987.

Pederson, L. A. Social factors in southern regional dialects. Paper presented at NCTE convention, Washington, D. C., 1969.

Phillips, J. The effects of the examiner and the testing situation upon the performance of culturally deprived children. Phase 1--intelligence and language ability test scores as a function of the race of the examiner. Final report no. BR-6-1421, Peabody College for Teachers, Nashville, 1966. Also in ERIC: ED 011 963.

Williamson, J. V. The speech of Negro high school students in Memphis, Tennessee. In W. A. Stewart, Research in progress: Social dialects of English. Report no. 3, September 1967, Center for Applied Linguistics, Washington, D. C.

REGIONAL DIALECTS-SOUTHWEST

Anderson, M. D. Bilingual education in Nevada. Paper presented at the annual conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, 1967. Also in ERIC: ED 017 387.

Andersson, T. Bilingual elementary schooling: A report to Texas educators. *Florida FL Reporter*, 1969, *7*(1), 37-40.

Baird, S. J. Employment interview speech: A social dialect study in Austin, Texas. *Dissertation Abstracts International*, 1969, *30*, 1543A.

Bills, G. D. Preliminary linguistic analysis for the WACO area dialect project of the Texas Education Agency. Unpublished manuscript, Texas Education Agency, 1969.

Blanco, G. Texas report on education for bilingual students. Paper presented at the annual conference of the Southwest Council of Foreign Language Teachers, El Paso, November 1967. Also in ERIC: ED 017 388.

Cooksey, R. C. Priorities in instituting the teaching of English as a second language in a Southwest Texas School. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 025 747.

Green, W. D. Language and the culturally different. *English Journal*, 1965, *58*(4), 724-733, & 740.

Horn, T. D. A study of the effects of intensive oral-aural English language instruction, oral-aural Spanish language instruction and non-oral-aural instruction on reading readiness in grade one. Report no. CRP-2648, 1966, University of Texas, Austin. Also in ERIC: ED 010 048.

Horn, T. D. & Arnold, R. D. Capsule description of San Antonio language-bilingual research project. Report 1967, University of Texas, Austin.

Hubbard, J. L. & Zarate, L. T. Final report on head start evaluation and research - 1966-67. Section four, an exploratory study of oral language development among culturally different children. Report no. IED-66-1, August 1967, University of Texas, Austin. Also in ERIC: 019 120.

Knowlton, C. S. Spanish-American schools in the 1960's. Paper presented at the teacher orientation, New Mexico Schools, West Las Vegas, August 1966. Also in ERIC: ED 012 194.

Kurath, H. Regionalism in American English. In R. F. Hogan (Ed.), *The English language in the school program*. Urbana: NCTE, 1966.

Maynes, J. O., Jr. Bilingual education in Arizona. Bilingual programs in the Southwest, report no. R-3, November 1967, National Council of Foreign Language Teachers, El Paso, Texas. Also in ERIC: ED 017 385.

Ott, E. The bilingual education program of the Southwest Education Development Laboratory. Florida FL Reporter, 1969, 7(1), 147-148, & 159.

Ott, E. Instructional improvement program in language and reading for selected subculture groups in the Southwest. Available from ERIC: ED 026 228.

Rubel, A. J. Some cultural anthropological aspects of English as a second language. Report no. BR-5-0249-21, 1966. Available from ERIC: ED 011 609.

Texas Education Agency. Introduction to English language study for elementary teachers. Report 1967-1968, Texas Education Agency, Austin.

Texas, University of. An investigation of the standard-nonstandard dimension of central Texas English. Report 1968, Child Development Evaluation and Research Center, Texas University, Austin.

REGIONAL DIALECTS--WEST

Cockrell, W. & Johnson, K. R. Standard oral English, tenth grade: Instructional guide C. Report no. LACS-Pub-ESEA-3-4, 1967, Los Angeles City Schools, Division of Secondary Education, California. Also in ERIC: ED 027 351.

Gonsalves, J. Bilingual education in California. Paper presented at annual conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 1967.

Green, W. D. Language and the culturally different. *English Journal*, 1965, *58*(4), 724-733, & 740.

Labov, W. The non-standard vernacular of the Negro community: Some practical suggestions. In *Language education for the disadvantaged*, Report no. 3, June 1968, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Washington, D. C. Also in ERIC: ED 016 947.

MATERIALS AND METHODS -- ELEMENTARY

Alatis, J. E. (Ed.) *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

Allen, J. Ranger Rick, the linguist, or conservational grammar for the disadvantaged child. Paper presented at the annual convention of NCTE, Atlanta, 1970.

Allen, R. L. et al. *English sounds and their spellings; a handbook for teachers and students*. Crowell contemporary English series. New York: Thomas Y. Crowell, 1966. Also in ERIC: ED 022 168.

Allen, V. F. Teaching standard English as a second dialect. *Florida FL Reporter*, 1969, *7*(1), 123-129, & 164.

Alsworth, P. L. An investigation of the contribution of machine-based instruction to performance of preschool disadvantaged children in certain language skills. Doctoral dissertation, State University of New York, Buffalo. Ann Arbor, Michigan: University Microfilms, 1970, No. 70-22,098. Also in ERIC: ED 050 098.

American Institutes for Research in the Behavioral Sciences. Communication skills center project; Detroit, Michigan. *It works*. Washington, D.C.: U.S. Government Printing Office, 1969. Also in ERIC: ED 028 894.

American Institutes for Research in the Behavioral Sciences. Elementary reading centers; Milwaukee, Wisconsin. *It works*. Washington, D.C.: U.S. Government Printing Office, 1969. Also in ERIC: ED 028 895.

Anthony, A. & Grose, L. M. Pattern practice for students using a non-standard dialect. In W. A. Stewart, *Research in progress: Social dialects of English*, report no. 3. Washington, D.C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

Ashley, R. M. *Successful techniques for teaching elementary language arts*. New York: Parker Publishing, 1970,

Banaman, V. Generating oral language skills for young nonstandard English speakers. Paper presented at NCTE convention, Atlanta, 1970.

Baratz, J. C. A bi-dialectal task for determining language proficiency in economically disadvantaged Negro children. *Child Development*, 1969, *40*(3).

Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), *Teaching standard English in the inner city*. Washington, D. C.: Center for Applied Linguistics, 1970.

Baratz, J. C. The language teacher and the disadvantaged: Testing and the Negro speaker of nonstandard English. Paper presented at the Southern conference on language teaching, Atlanta, February, 1969.

Barrows, M. W. *Good English through practice*. New York: Henry Holt, 1956.

Bellugi-Klima, U. Evaluating the child's language competence. Available from ERIC: ED 019 141.

Bereiter, C. Academic instruction and preschool children. In R. Corbin & M. Crosby (Eds.), *Language programs for the disadvantaged*. Urbana: NCTE, 1965.

Bereiter, C. An academically-oriented pre-school for disadvantaged children: Results from the initial experimental group. Report, University of Illinois, Urbana.

Bereiter, C. & Engelmann, S. Language learning activities for the disadvantaged child. New York: Anti-defamation League of B'nai B'rith. Also in ERIC: ED 020 002.

Bereiter, C. & Engelmann, S. *Teaching disadvantaged children in preschool*. Englewood Cliffs: Prentice-Hall, 1967.

Bibliography. Some recent information sources in modern language teaching. *Audiovisual Language Journal*, 1970, *8*(1), 41-45. Also in ERIC: ED 021 671.

Blaine, R. English comes alive. *American Education*, 1970, *6*(5), 26-28.

Bordie, J. C. Language tests and linguistically different learners: The sad state of the art. *Elementary English*, 1970, *48*(6), 814-828.

Brengelman, F. H. Dialect and the teaching of spelling. *Research in the Teaching of English*, 1970, *4*, 129-138.

Brooks, C. E. Motivating students for second language and second dialect learning. Paper presented at the third annual TESOL convention, Chicago, March, 1969. Also in ERIC: ED 030 091.

Buckholdt, D. R. & Ferritor, D. E. Language learning activity packages: Pilot test, 1969-1970. St. Ann, Missouri: Central Midwestern Regional Educational Laboratory, 1970.

Byers, J. Using poetry to help educationally deprived children learn inductively. In E. L. Evertts (Ed.), *Dimensions of dialect*. Urbana: NCTE, 1967.

Carr, E. B. Teaching the TH sounds of English. *TESOL Quarterly*, 1967, *1*(1), 7-14.

Carroll, W. S. & Feigenbaum, I. Oral language teaching materials. Washington, D.C.: Center for Applied Linguistics, 1966-1967.

Carter, J. L. Follow-up study of the effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report, October 1969, University of Houston, Texas. Also in ERIC: ED 035 714.

Carter, J. L. The long range effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report no. BR-6-8390, May 1967, University of Houston, Texas. Also in ERIC: ED 013 276.

Carter, T. P. Cultural content for linguistically different learners. Elementary English, 1971, 48(2), 162-175.

Cazden, C. B., Hymes, D. & John, V. (Eds.) The function of language in the classroom. New York: Teachers College Press, (in press).

Chandler, W. J. An approach to teaching English dialects. Report 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 145.

Chandler, W. J. et al. An approach to teaching English usage. Report no. Pub-No-431, 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 146.

Channon, G. Bulljive - language teaching in a Harlem school. Urban Review, 1968, 2(4), 5-12.

Craig, M. C. Reading and writing standard English. Paper presented at the NCTE convention, Honolulu, November 1967. Also in ERIC: ED 016 585.

Davis, A. L. Language learning and teaching. In A. L. Davis et al. (Eds.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Davis, O. J., Gladney, M. R., Hoffman, M. J., Leaverton, L. & Patterson, Z. R. Psycholinguistics oral language program: A bi-dialectal approach. Part I. Experimental edition, 1968, Chicago Board of Education, Chicago.

Disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Department of Public Instruction, Lansing. Also in ERIC: ED 013 858.

Drydek, R. E. Stimulating oral expression with preschool children. English Record, 1970, 21(1), 53-63. Also in ERIC: ED 050 076.

Ellison, M. L. Compendium of reading materials and teaching techniques for the Wisconsin prototypic system of reading instruction. Practical paper no. 7, Wisconsin Research and Development Center, Madison.

EPDA Institute in standard English as a second dialect. Director's report. August 1969, South Florida University, Tampa. Also in ERIC: ED 032 288.

Fasold, R. W. A strategy for teaching for nonuse of black English distributive BE. Washington, D.C.: Center for Applied Linguistics, 1969.

Fasold, R. W. Three models for dealing with socially significant linguistic variations. Washington, D.C.: Center for Applied Linguistics, July 1969.

Fasold R. W. What can an English teacher do about nonstandard dialect? *The English Record*, April 1971, 82-91. Also in ERIC: ED 055 -77.

Fasold, R. W. & Shuy, R. W. Strategies for teaching standard English to black children. Washington, D.C.: Center for Applied Linguistics.

Feigenbaum, I. W. Developing fluency in standard oral English. *Elementary English*, 1970, *47*, 1053-1059.

Feigenbaum, I. W. *English now*. New York: New Century, 1970.

Feigenbaum, I. W. The use of non-standard English in teaching standard English: Contrast and comparison. In R. Fasold and R. Shuy (Eds.), *Teaching standard English in the inner city*, Washington, D.C.: Center for Applied Linguistics, 1970.

Feigenbaum, I. W. & Carroll, W. S. Oral language teaching materials. Washington, D.C.: Center for Applied Linguistics, 1966-1967.

Fodor, J.A. How to learn to talk: Some simple ways. In F. Smith and G. A. Miller (Eds.) *Genesis of language*. Cambridge, Massachusetts: MIT Press, 1966, 105-123.

Frazier, A. (Ed.) New directions in elementary English: Papers collected from the 1966 spring Institutes on the Elementary Language Arts of the National Council of Teachers of English. Urbana: NCTE, 1967. Also in ERIC: ED 033 098.

Gardner, R. C. Attitudes and motivation: Their role in second language acquisition. Paper presented at the TESOL convention, March 1968. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 024 035.

Gladney, M. R. & Leaverton, L. A model for teaching standard English to non-standard English speakers. Paper presented at AERA meeting, Chicago, February, 1968. Also in ERIC: ED 016 232.

Golden, R. *Instructional record for changing regional speech patterns*. Englewood Cliffs, New Jersey: Folkway Scholastic, 1965.

Golden, R. Slow learners, instructional tapes and insights. *English Journal*, September 1962, *51*, 418-421, 442.

Golden, R. I. & Martellock, H. A. Teaching standard English to urban primary children. Final report no. Proj-no-1373, August 1967, Detroit Public Schools, Michigan. Also in ERIC: ED 020 155.

Golub, L. Teaching literature as language. *Elementary English*, 1970, *48*(7), 967-977.

Graham, R. T. & Rudorf, E. H. Dialect and spelling. *Elementary English*, March 1970, *47*, 363-375.

Gray, B. B. & Fygetakis, L. Development of language as a function of programmed conditioning. Behavior Research and Therapy, 1966, 6, 455-460.

Gupta, W. & Stern, C. Comparative effectiveness of speaking versus listening in improving the spoken language of disadvantaged young children. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, 1969. Also in ERIC: ED 029 689.

Harmer, W. R. To what extent should parents be involved in language programs for linguistically different learners? Elementary English, 1970, 47(7), 940-943.

Hart, B. & Risley, T. R. Establishing use of descriptive adjectives in the spontaneous speech of disadvantaged pre-school children. Journal of Applied Behavior Analysis, Summer 1968.

Hart, L. J. Tapping the resources of black culture for classroom success. Paper presented at the NCTE convention, Atlanta, 1970.

Heiman, E. The use of slang in teaching linguistics. English Journal, February 1967, 56(2), 249-252.

Hendrickson, R. H. ESL--who needs it? English Record, April 1971, 47-52.

Hoffman, M. J. The harmful effects of traditional language arts teaching methods when used with disadvantaged Afro-American children. Elementary English, 1970, 47(5), 678-683.

Hook, J. N. & Evans, W. H. Individualized English. Chicago: Follett Publishing, 1964.

Hunter, E. & Amidon, E. Improving the language skills of deprived teachers. Available from ERIC: ED 012 262.

Jakobovits, L. A. A functional approach to the assessment of language skills. Florida FL Reporter, 1969, 7(1), 103-107, & 162.

John, V. P. & Horner, V. M. Early childhood bilingual education. New York: Modern Language Association of America, 1971. Also in ERIC: ED 047 593.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit I: The culturally disadvantaged pupil--part I; Unit II: The culturally disadvantaged student--part II. Chicago: Science Research Associates, 1966. Also in ERIC: ED 029 927.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit VI: Teaching the culturally disadvantaged student--part II. Chicago: Science Research Associates, 1967. Also in ERIC: ED 029 933.

Karnes, M. B. Helping young children develop language skills: A book of activities. Washington, D.C.: Council for Exceptional Children, NEA, 1968. Also in ERIC: ED 028 583.

Keislar, E. R. & Stern, C. Effects of dialect and instructional procedures on children's oral language production and concept acquisition. Urban Education, 1967, 3(3), 169-176.

Kennedy, G. The language of tests for young children. CSE Working paper no. 7, February 1970, University of California, Los Angeles. Also in ERIC: ED 035 781

Kirkton, C. Classroom dramatics: Developing oral language skills. Elementary English, 1971, 48, 254-261

Klima, U. B. Evaluating the child's language competence. National Laboratory for Early Childhood Education, University of Illinois, Urbana, 1968. Also in ERIC: ED 019 141.

Knudson, R. L. The effect of pupil-prepared videotaped dramas on the language development of selected rural children. Dissertation Abstracts International, 1970, no. 70-22-457.

Labov, W. & Cohen, P. Some suggestions for teaching standard English to speakers of nonstandard dialects. New York: Columbia University, 1967. Also in ERIC: ED 016 948.

LaBrant, L. Untapped resources of Negro students. Negro American Literature Forum, 1967, 1, 15-17. Also in ERIC: ED 018 435.

Lado, R. Language teaching-a scientific approach. New York: McGraw-Hill, 1964. Also in ERIC: ED 015 704.

Lakoff, R. Transformational grammar and language teaching. Language Learning, 19(1 & 2), 117-140.

Lambert, W. E. Psychological aspects of motivation in language learning. Florida FL Reporter, 1969, 7(1), 95-97, & 169.

Lavatelli, C. B. (Ed.) Problems of dialect. Available from ERIC: ED 025 300.

Leaverton, L. & Gladney, M. R. A model for teaching English to nonstandard English speakers. Elementary English, 1968, 45, 758-763.

Leaverton, L. et al. Psycholinguistic oral language program: A bi-dialectal approach. Experimental edition, part 1. Chicago: Chicago Board of Education, 1968. Also in ERIC: ED 034 970.

Lin, S. C. Pattern practice in a freshman English program. In R. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1964, 57-62.

Lin, S. C. Pattern practice in the teaching of English to students with a nonstandard dialect. Report 1965, Bureau of Publications, Teachers College, Columbia University, New York.

Loban, W. D. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

Malmstrom, J. Love me or leave me but don't waste the time: Dialects in today's schools. English Record, April 1971, 102-108.

Malmstrom, J. Teaching linguistically in elementary school. Florida FL Reporter, Spring/Fall 1970, 8(1 & 2), 31-48.

Marckwardt, A. H. What a thing it is. In J. E. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University Press, 1970.

Maxwell, J. C. & Long, B. K. Backgrounds in language. Urbana: NCTE, 1970. Also in ERIC: ED 050 122.

McGill, A. J. The effectiveness of the use of puppets in oral language development of culturally disadvantaged first-grade children. Dissertation Abstracts International, 1971, 31, 5041A.

Meckel, H. C. Research on teaching composition and literature. In N. L. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally Co., 1963.

Michigan State Department of Education. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: American Council on the Teaching of Foreign Languages, 1970. Also in ERIC: ED 039 816.

Migrant primary interdisciplinary program. State of Michigan, Ann Arbor.

Modiano, N. Bilingual education for children of linguistic minorities. American Indigena, 1968, 28, 405-414.

Moore, O. K. & Anderson, A. R. Some principles of clarifying educational environments. Report 1968, University of Pittsburgh Research and Development Center Pittsburgh.

Moyer, H. O. Can ear-training improve English usage? Elementary English, April 1956, 33, 216-219.

Munkres, A. Helping children in oral communication. New York: Columbia University, Teachers College Press, 1959.

National Council of Teachers of English. The continuing education of teachers of English. Urbana: NCTE, 1964.

New York University. The Deutsch model--Institute for Developmental Studies. Report 1968, New York University, Institute for Developmental Studies, New York. Also in ERIC: ED 020 009.

Nonstandard dialect. Urbana: NCTE, 1968. Also in ERIC: ED 021 248.

Oral language materials, Wakulla County. ESEA Title III, project no. K-4, Wakulla County, CAI Center, Crawfordsville, Florida.

Osborn, J. Instructional language for educationally disadvantaged. Paper presented at the NCTE convention, Atlanta, 1970.

Osborn, J. Teaching a teaching language to disadvantaged children. Institute of Research on Exceptional Children, University of Illinois, Urbana. Also in ERIC: ED 015 021.

Packer, A. B. Sylvia Ashton-Warner's methods tried in 4 U. W. cities. University of Florida, Gainesville. Also in ERIC: ED 033 838.

Parker, L. D. Effects of teacher training in the use of multiracial elementary school language arts materials. Doctoral dissertation, Boston University, 1970. Ann Arbor: University Microfilms, no. 70-22,471. Also in ERIC: ED 050 101.

Pilleux, M. The dialogue: A useful tool in language teaching. TESOL Quarterly, September 1969, 3(3), 203-210.

Plaister, T. Audio-lingual methods in the language arts program. Urbana: NCTE, November 1967. Also in ERIC: ED 017 514.

Politzer, R. L. Toward psycholinguistic models of language instruction. TESOL Quarterly, September 1968, 2(3), 151-157.

Pooley, R. C. Usage--standard vs. substandard. In R. F. Hogan (Ed.), The English language in the school program. Urbana: NCTE, 1966.

Rivers, W. M. Contrastive linguistics in textbook and classroom. In Report of the 19th annual round table meeting on linguistics and language studies, contrastive linguistics and its pedagogical implications. Washington, D.C.: Georgetown University, 1968. Also in ERIC: ED 023 074.

Robinett, R. F. & Benjamin, R. C. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: MLA/ACTFL Materials Center, 1970. Also in ERIC: ED 039 816.

Rosenbaum, P. S. Aspects of instructional product design. In M. Imhoof (Ed.), Viewpoints, 1971, 47(2).

Rutherford, W. E. Deep and surface structure, and the language drill. TESOL Quarterly, June 1968, 2(2), 71-79.

Sapon, S. M. Contingency management in the modification of verbal behavior in disadvantaged children. Paper presented at the American Psychological Association convention, Washington, D.C., September 1967.

Sapon, S. M. Engineering verbal behavior. Report March 1968, Office of Economic Opportunity, Washington, D.C. Also in ERIC: ED 025 308.

Saville, M. R. Curriculum guide for teachers of English in kindergartens for Navajo children. Washington, D.C.: Center for Applied Linguistics, July 1969. Also in ERIC: ED 030 122

Saville, M. R. Interference phenomena in language teaching: Their nature, extent, and significance in the acquisition of standard English. Elementary English, March 1971, 48, 396-405.

Schneider, G. D. English, pidgin-English, preliminary glossary. Report October 1965, Center for International Studies, Ohio University, Athens. Also in ERIC: ED 011 113.

Sherwin, J. S. Research and the teaching of English. English Record, December 1970, 21(1), 35-43. Also in ERIC: ED 050 082.

Shuy, R. W. Whatever happened to the way kids talk? Paper presented at the National Conference on the Language Arts, Philadelphia, April 1969. Also in ERIC: ED 030 095.

Sledd A. E. Anticipating and using cultural patterns in the classroom. Paper presented at the NCTE convention, Atlanta, 1970.

Spolsky, B. Linguistics and language pedagogy. In J. Alatis (Ed.), Monograph series on languages and linguistics, no. 22. Washington, D.C.: Georgetown University, 1969.

Stemmler, A. O. An experimental approach to the teaching of oral language and reading. Harvard Educational Review, 1966, 36, 42-59.

Stemmler, A. O. The LCT-Language Cognition Test--a test for educationally disadvantaged school beginners. Research edition. TESOL Quarterly, 1967, 1(4), 35-43.

Stern, C. Preschool language project. Paper presented at the conference on Research and Activity in the Language Arts for the Pre-primary/Primary Culturally Diverse Non-English Speaking Child, Albuquerque, June 1967. Also in ERIC: ED 015 055.

Stern, C. & Keislar, E. Comparative effectiveness of echoic and modeling procedures in language instruction with culturally disadvantaged children. Paper presented at American Psychological Association convention, San Francisco, August 1968. Also in ERIC: ED 025 314.

Stewart, W. A. (Ed.) Nonstandard speech and the teaching of English. Language information series no. 2. Washington, D.C.: Center for Applied Linguistics, 1964. Also in ERIC: ED 031 707.

Taft, J. & Tennis, M. The development of a test to assess the occurrence of selected features of nonstandard English in the speech of disadvantaged primary children. Report 1968, Dade County Public Schools, Miami, Florida. Also in ERIC: ED 015 790.

Twiss, R. L. (Ed.) Pattern practice in standard American English. Report June 1968, Hartford Public Schools, Connecticut.

Usage and dialect. Project English Center, University of Georgia.

Venezky, R. L. Linguistics and spelling. Working paper no. 15, April 1969, University of Wisconsin Research and Development Center, Madison.

Walker, A. M. A descriptive study of the oral language progress of selected disadvantaged and advantaged kindergarten children. Doctoral dissertation, University of Georgia, 1969. Ann Arbor: University Microfilms, no. 70-01,242. Also in ERIC: ED 050 117.

Wardhaugh, R. C. The implications of linguistics for reading. Florida FL Reporter, Fall, 1969, 3-4, & 23.

Wardhaugh, R. C. Teaching English to speakers of other languages: The state of the art. Washington, D.C.: Center for Applied Linguistics, August 1969. Also in ERIC: ED 030 119.

White, D. Multi-ethnic books for head start children. Part I: Black and integrated literature. Report 1969, National Laboratory on Early Childhood Education, Urbana. Also in ERIC: ED 031 312.

Wolfram, W. A. Sociolinguistic implications for educational sequencing. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Urban language series no. 6. Washington, D.C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 029 281.

Wolfram, W. A. & Whiteman, M. The role of dialect interference in composition. Unpublished paper, Center for Applied Linguistics, Washington, D.C.

Wood, B. S. Implications of psycholinguistics for elementary speech programs. Speech Teacher, September 1968, 17(3).

Yonemura, M. Developing language programs for young disadvantaged children. New York: Teachers College Press, 1969.

MATERIALS AND METHODS -- SECONDARY

Alatis, J. E. (Ed.) *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D.C.: Georgetown University Press, 1970.

Allen, J. Ranger Rick, the linguist, or conservational grammar for the disadvantaged child. Paper presented at the annual convention of NCTE, Atlanta, 1970.

Allen, R. L. et al. English sounds and their spellings; a handbook for teachers and students. Crowell contemporary English series. New York: Thomas Y. Crowell, 1966. Also in ERIC: ED 022 168.

Anthony, A. & Grose, L. M. Pattern practice for students using a non-standard dialect. In W. A. Stewart, *Research in progress: Social dialects of English*, report no. 3. Washington, D.C.: Center for Applied Linguistics, 1967. Also in ERIC: ED 012 906.

Ashley, A. Using dialects USA in high school classes. *English Journal*, 1964, 53(4), 256-265.

Bailey, B. L. Social dialects and the teaching of English. In *English for the junior high years*. Urbana: NCTE, 1969, 79-92.

Baratz, J. C. Educational considerations for teaching standard English to Negro children. In R. W. Fasold and R. W. Shuy (Eds.), *Teaching standard English in the inner city*. Washington, D. C.: Center for Applied Linguistics, 1970.

Baratz, J. C. The language teacher and the disadvantaged: Testing and the Negro speaker of nonstandard English. Paper presented at the Southern conference on language teaching, Atlanta, February, 1969.

Barrows, M. W. *Good English through practice*. New York: Henry Holt, 1956.

Bateman, D. R. & Zidonis, F. J. The effect of a study of transformational grammar on the writing of ninth and tenth graders. Research report no. 6, 1966, NCTE, Urbana.

Bertsch, R. E. Linguistic birds and sentence structure. *English Journal*, January, 1962, 46-49.

Bibliography. Some recent information sources in modern language teaching. *Audiovisual Language Journal*, 1970, *8*(1), 41-45. Also in ERIC: ED 021 671.

Blaine, R. English comes alive. *American Education*, 1970, *6*(5), 26-28.

Bordie, J. C. Language tests and linguistically different learners: The sad state of the art. *Elementary English*, 1970, *48*(6), 814-828.

Brengelman, R. H. Dialect and the teaching of spelling. Research in the Teaching of English, 1970, 4, 129-138.

Brooks, C. E. Motivating students for second language and second dialect learning. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 091.

Byers, J. Using poetry to help educationally deprived children learn inductively. In E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

Carroll, D. A study of high school textbook treatment of certain items in grammar and usage. Unpublished Doctoral dissertation, 1963, University of Nebraska Teachers College.

Carroll, W. S. & Feigenbaum, I. Oral language teaching materials. Washington, D.C.: Center for Applied Linguistics, 1966-1967.

Cassidy, F. G. American regionalisms in the classroom. English Journal, 1968, 57(3), 375-379.

Catford, J. C. Contrastive analysis and language teaching. In Report of the 19th annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University, 1968. Also in ERIC: ED 022 160.

Cazden, C. B., Hymes, D. & John, V. (Eds.) The function of language in the classroom. New York: Teachers College Press, (in press).

Chandler, W. J. An approach to teaching English dialects. Report 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 145.

Chandler, W. J. et al. An approach to teaching English usage. Report no. Pub-No-431, 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 146.

Channon, G. Bulljive - language teaching in a Harlem School. Urban Review, 1968, 2(4), 5-12.

Cockrell, W. & Johnson, K. R. Standard oral English, tenth grade: Instructional guide C. Report no. LACS-Pub-ESEA-3-4, 1967, Los Angeles City Schools, Division of Secondary Education, California. Also in ERIC: ED 027 351.

Davis, A. L. Language learning and teaching. In A. L. Davis (Ed.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Davis, O. J., Gladney, M. R., Hoffman, M. J., Leaverton, L. & Patterson, Z. R. Psycholinguistic oral language program: A bi-dialectal approach. Part I. Experimental edition, 1968, Chicago Board of Education, Chicago.

Denby, R. B. NCTE/ERIC report: Linguistics instruction in secondary school classrooms. English Journal, 1968, 57(9), 1352-1358.

Denby, R. B. Oral dramatics approach to teaching English in secondary schools. English Journal, April 1969.

Fasold, R. W. A strategy for teaching for non use of black English distributive BE. Washington, D.C.: Center for Applied Linguistics, 1969.

Fasold, R. W. Three models for dealing with socially significant linguistic variations. Washington, D.C.: Center for Applied Linguistics, July, 1969.

Fasold, R. W. What can an English teacher do about nonstandard dialect? The English Record, April 1971, 82-91. Also in ERIC: ED 055 077.

Fasold, R. W. & Shuy, R. W. Strategies for teaching standard English to black children. Washington, D.C.: Center for Applied Linguistics.

Feigenbaum, I. W. The use of non-standard English in teaching standard English: Contrast and comparison. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Washington, D.C.: Center for Applied Linguistics, 1970.

Feigenbaum, I. W. & Carroll, W. S. Oral language teaching materials. Washington, D.C.: Center for Applied Linguistics, 1966-1967.

Fodor, J. A. How to learn to talk: Some simple ways. In F. Smith and G. A. Miller (Eds.) Genesis of language. Cambridge, Massachusetts: MIT Press, 1966, 105-123.

Gardner, R. C. Attitudes and motivation: Their role in second language acquistion. Paper presented at the TESOL convention, March 1968. TESOL Quarterly, 1968, 2(3). Also in ERIC: ED 024 035

Golden, R. Effectiveness of instructional tapes for changing regional speech patterns. Dissertations Abstracts International, 1964, 24(10).

Golden, R. Golden series of American English language lessons at high school level (14 tapes). Golden primary language lessons (12 tapes). Golden language tapes, Highland Park, Michigan.

Golden, R. Instructional record for changing regional speech patterns. Englewood Cliffs, New Jersey: Folkway Scholastic, 1965.

Golden, R. Learning standard English by linguistic methods. Available from ERIC: ED 018 783.

Golden, R. Slow learners, instructional tapes and insights. English Journal, September 1962, 51, 418-421, 442.

Gordon, R. I. Improving patterns of language usage. Detroit: Wayne State University Press, 1960.

Gott, E. Teaching regional dialects in junior high school. English Journal, 1964, 53(5), 342-344, 363.

Graham, R. T. & Rudorf, E. H. Dialect and spelling. Elementary English, March 1970, 47, 363-375.

Hart, L. J. Tapping the resources of black culture for classroom success. Paper presented at the NCTE convention, Atlanta, 1970.

Hatfield, W. L. Will structural grammar help? English Journal, December 1958, 570-572.

Heffernan-Cabrera, P. A handbook for teachers of English to non-English speaking adults. Washington, D.C.: Center for Applied Linguistics, October 1969. Also in ERIC: ED 033 335.

Heiman, E. The use of slang in teaching linguistics. English Journal, February 1967, 56(2), 249-252.

Hendrickson, R. H. ESL--who needs it? English Record, April 1971, 47-52.

Hernandez, L. F. Teaching English to the culturally disadvantaged Mexican-American student. English Journal, 1968, 57(1), 87-92. Also in ERIC: ED 027 354.

Hess, K. M. Dialects and dialect learning: An application of programming strategies in an in-service course for English teachers. Paper presented at the ninth annual NSPI convention, Rochester, New York, April 1971.

Higgins, L. V. Approaching usage in the classroom. English Journal, 1969, 49(3), 181-186.

Hoffman, M. J. The harmful effects of traditional language arts teaching methods when used with disadvantaged Afro-American children. Elementary English, 1970, 47(5), 678-683.

Hook, J. N. & Evans, W. H. Individualized English. Chicago: Follett Publishing, 1964.

Hunter, E. & Amidon, E. Improving the language skills of deprived teachers. Available from ERIC: ED 012 262.

Jakobovits, L. A. A functional approach to the assessment of language skills. Florida FL Reporter, 1969, 7(1), 103-107, & 162.

Jenkinson, E. B. What is language, and other teaching units for grades seven through twelve. Bloomington, Indiana: Indiana University Press, 1967. Also in ERIC: ED 018 434.

Jewett, A., Mersand, J. & Gunderson, D. (Eds.). Improving English skills of culturally different youths. Washington, D.C.: Office of Health, Education and Welfare, 1964.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit I: The culturally disadvantaged pupil--part I; Unit II: The culturally disadvantaged student--part II. Chicago: Science Research Associates, 1966. Also in ERIC: ED 029 927.

Johnson, K. R. Teaching culturally disadvantaged pupils (grades K-12). Unit VI: Teaching the culturally disadvantaged student--part II. Chicago: Science Research Associates, 1967. Also in ERIC: ED 029 933.

Keislar, E. R. & Stern, C. Effects of dialect and instructional procedures on children's oral language production and concept acquisition. Urban Education, 1967, 3(3), 169-176.

Kitzhaber, A. R. History of English, parts 3 and 4, old English to early modern, language curriculum V and VI, teacher and student versions. Report no. CRP-H-149-87, Oregon University, Eugene. Also in ERIC: ED 015 920.

Kitzhaber, A. R. Language curriculum I, test for "varieties of English." Report no. CRP-H-149-94, University of Oregon, Eugene. Also in ERIC: ED 015-928.

Kitzhaber, A. R. Review unit for phrase structure rules, language curriculum II, teacher version. Report no. CRP-H-149-23, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 152.

Kitzhaber, A. R. Teacher's manual for double-base transformations, language curriculum II. Report no. CRP-H-149-27, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 156.

Kitzhaber, A. R. Teacher's manual for grammaticality and phrase structure rules 1-12, language curriculum I. Report no. CRP-H-149-17, University of Oregon, Eugene. Also in ERIC: ED 010 146.

Kitzhaber, A. R. Varieties of English, using the dictionary, language curriculum I, student version. Report no. CRP-H-149-20, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 149, ED 010 630 (Teacher version).

Kitzhaber, A. R. Varieties of English, using the dictionary, language curriculum I, teacher version. Report no. CRP-H-149-21, 1965, University of Oregon, Eugene. Also in ERIC: ED 010 150, ED 010 049 (Student version).

Knudson, R. L. The effect of pupil-prepared videotaped dramas on the language development of selected rural children. Dissertation Abstracts International, 1970, no. 70-22, 457.

Labov, W. & Cohen, P. Some suggestions for teaching standard English to speakers of nonstandard dialects. New York: Columbia University, 1967. Also in ERIC: ED 016 948.

LaBrant, L. Untapped resources of Negro students. Negro American Literature Forum, 1967, 1, 15-17. Also in ERIC: ED 018 435.

Lado, R. Language, thought and memory in linguistic performance, a thought view. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 031 704.

Lado, R. & Fries, C. C. English pattern practices. Ann Arbor: University of Michigan, 1942.

Lado, R. & Fries, C. C. English pronunciation. Ann Arbor: University of Michigan, 1958.

Lado, R. & Fries, C. C. English sentence patterns. Ann Arbor: University of Michigan, 1957.

Lakoff, R. Transformational grammar and language teaching. Language Learning, 19(1 & 2), 117-140.

Lambert, W. E. Psychological aspects of motivation in language learning. Florida FL Reporter, 1969, 7(1), 95-97, & 169.

Language varies by place: American English, Unit 1101. Report 1968, Center for Curriculum Development in English, University of Minnesota, Minneapolis. Also in ERIC: ED 028 178.

Lee, P. Dialectal tolerance in language learning. Paper presented at the annual meeting of the Chinese Language Teachers Association, New York City, December 1968. Also in ERIC: ED 030 867.

Lin, S. C. Experiment in changing dialect patterns: The Claflin project. College English, May 1963, 24, 644-647.

Lin, S. C. Pattern practice in a freshman English program. In R. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1964, 57-62.

Lin, S. C. Pattern practice in the teaching of English to students with a nonstandard dialect. Report 1965, Bureau of Publications, Teachers College, Columbia University, New York.

Loban, W. D. Problems in oral English. NCTE Research report no. 5, 1966, Urbana. Also in ERIC: ED 023 653.

Malmstrom, J. Dialects - updated. Florida FL Reporter, 1969, 7(1), 47-49, & 168.

Malmstrom, J. Language in society. New York: Hayden, 1965.

Malmstrom, J. Love me or leave me but don't waste the time: Dialects in today's schools. English Record, April 1971, 102-108.

Malmstrom, J. & Ashley, A. Dialects U.S.A. Urbana: NCTE, 1963, (out of print).

Malmstrom, J. & Lee, J. Teaching English linguistically; principles and practices for high school. New York: Appleton-Century-Crofts, 1971. Also in ERIC: ED 052 199.

Marckwardt, A. H. *Linguistics and the teaching of English*. Bloomington, Indiana: Indiana University Press, 1966.

Marckwardt, A. H. What a thing it is. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970.

Marquardt, W. F. Creating empathy through literature between the members of the mainstream culture and the disadvantaged learners of the minority cultures. *Florida FL Reporter*, 1969, *7*(1), 133-141, & 157.

Maxwell, J. C. & Long, B. K. *Backgrounds in language*. Urbana: NCTE, 1970. Also in ERIC: ED 050 122.

Maxwell, J. & Tovatt, A. (Eds.) *On writing behavioral objectives for English*. Urbana: NCTE, 1970. Also in ERIC: ED 040 211.

Meckel, H. C. Research on teaching composition and literature. In N. L. Gage (Ed.), *Handbook of research on teaching*. Chicago: Rand McNally Co., 1963.

Michigan State Department of Education. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: American Council on the teaching of Foreign Languages, 1970. Also in ERIC: ED 039 816.

Midkiff, D. R. & Midkiff, R. Using transformation grammar theory to rebuild language confidence in slow learners in the junior high school. Report no. ESEA-3, 1968, Rome City School System, Rome City, Georgia. Also in ERIC: ED 030 101.

Migrant primary interdisciplinary program. State of Michigan, Ann Arbor.

National Council of Teachers of English. *The continuing education of teachers of English*. Urbana: NCTE, 1964.

Nonstandard dialect. Urbana: NCTE, 1968. Also in ERIC: ED 021 248.

Osborn, J. Instructional language for educationally disadvantaged. Paper presented at the NCTE convention, Atlanta, 1970.

Our changing language. (Record), New York: McGraw-Hill.

Pilleux, M. The dialogue: A useful tool in language teaching. *TESOL Quarterly*, September 1969, *3*(3), 203-210.

Politzer, R. L. Toward Psycholinguistic models of language instruction. *TESOL Quarterly*, September 1968, *2*(3), 151-157.

Pooley, R. C. Teaching usage today and tomorrow. *English Journal*, May 1967, *56*(5), 742-746.

Pooley, R. C. Usage--standard vs. substandard. In R. F. Hogan (Ed.), *The English language in the school program*. Urbana: NCTE, 1966.

Pooley, R. C. & Golub, L. S. Concepts and objectives for learning the structure of English in grades 7, 8, and 9. Report from the project on individually guided instruction in English language, composition, and literature. Report no. TP-22, November 1969, Research and Development Center for Cognitive Learning, University of Wisconsin, Madison. Also in ERIC: ED 038 421.

Postman, N. Not to bury grammar, but to reapprise it. In *Aids and ideas in teaching English*. New York: Holt, Rinehart and Winston, Inc., (service bulletin).

Rand, E. *Constructing sentences*. New York: Holt, Rinehart and Winston, 1969. Also in ERIC: ED 038 633.

Rivers, W. M. Contrastive linguistics in textbook and classroom. In *Report of the 19th annual round table meeting on linguistics and language studies*, contrastive linguistics and its pedagogical implications. Washington, D.C.: Georgetown University, 1968. Also in ERIC: ED 023 074.

Robinett, R. F. & Bell, P. W. *English: Target series*. New York: Harcourt Brace and World, 1968.

Robinett, R. F. & Benjamin, R. C. Developing language curricula: Programmed exercises for teachers. Michigan oral language series. New York: MLA/ACTFL Materials Center, 1970. Also in ERIC: ED 039 816.

Rosenbaum, P. S. Aspects of instructional product design. In M. Imhoof (Ed.) *Viewpoints*, 1971, *47*(2).

Rutherford, W. E. Deep and surface structure, and the language drill. *TESOL Quarterly*, June 1968, *2*(2), 71-79.

Sapon, S. M. Engineering verbal behavior. Report March 1968, Office of Economic Opportunity, Washington, D. C. Also in ERIC: ED 025 308.

Schneider, G. D. English, pidgin-English, preliminary glossary. Report October 1965, Center for International Studies, Ohio University, Athens. Also in ERIC: ED 011 113.

Schotta, S. G. Toward standard English through writing--an experiment in Prince Edward County, Virginia. *TESOL Quarterly*, September 1970.

Seidman, D. M. Standard oral English, tenth grade: Instructional guide D. Report No. LASC-Pub-ESEA-3-1, 1967, Los Angeles City Schools, Los Angeles. Also in ERIC: ED 027 352.

Sherwin, J. S. Research and the teaching of English. *English Record*, December 1970, *21*(1), 35-43. Also in ERIC: ED 050 082.

Shuy, R. W. Bonnie and Clyde tactics in English teaching. *Florida FL Reporter*, 1969, *7*(1), 81-83, & 160-161.

Sinclair, J. M. Linguistics and the teaching of English. In A. H. Marckwardt (Ed.), *Language and language learning*. Dartmouth seminar papers. Urbana: NCTE, 1968.

Slager, W. R. Effecting dialect change through oral drill. *English Journal*, November 1967, *56*(8), 1166-1176.

Sledd, A. E. Anticipating and using cultural patterns in the classroom. Paper presented at the NCTE convention, Atlanta, 1970.

Sledd, J. On not teaching English usage. *English Journal*, November 1965.

Smiley, M. B. Development of reading and English language materials for grades 7-9 in depressed urban areas. Report no. CRP-H-022, October 1965, Hunter College, City University of New York. Also in ERIC: ED 003 081.

Smiley, M. B. Gateway English: Teaching English to disadvantaged students. *English Journal*, April 1965, *54*(4), 265-274.

Stemmler, A. O. An experimental approach to the teaching of oral language and reading. *Harvard Educational Review*, 1966, *36*, 42-59.

Stern, C. & Keislar, E. Comparative effectiveness of echoic and modeling procedures in language instruction with culturally disadvantaged children. Paper presented at American Psychological Association convention, San Francisco, August 1968. Also in ERIC: ED 025 314.

Stewart, W. A. (Ed.) *Nonstandard speech and the teaching of English*. Language information series no. 2. Washington, D.C.: Center for Applied Linguistics, 1964. Also in ERIC: ED 031 707.

Stokoe, W. C., Jr. et al. Generating English sentences, books 1-4 and tests. Washington, D.C.: Gallaudet College Bookstore, 1967. Also in ERIC: ED 037 427.

Texas Education Agency. Introduction to English language study for elementary teachers. Report 1967-1968, Texas Education Agency, Austin.

Twiss, R. L. (Ed.) Pattern practice in standard American English. Report June 1968, Hartford Public Schools, Connecticut.

Usage and dialect. Project English Center, University of Georgia.

Venezky, R. L. Linguistics and spelling. Working paper no. 15, April 1969, University of Wisconsin Research and Development Center, Madison.

Wardhaugh, R. C. The implications of linguistics for reading. *Florida FL Reporter*, Fall 1969, 3-4, & 23.

Wardhaugh, R. C. Teaching English to speakers of other languages: The state of the art. Washington, D.C.: Center for Applied Linguistics, August 1969. Also in ERIC: ED 030 119.

White, R. H. The effects of structural linguistics on improving English compositions compared to that of prescriptive grammar or the absence of grammar instruction. Unpublished doctoral dissertation, University of Arizona, 1964.

Wilson, M. Standard oral English; seventh grade. Instructional guide A. Report no. LACS-Pub-ESEA-3-3, 1967, Los Angeles City Schools, California. Also in ERIC: ED 027 353.

Wolfram, W. A. Sociolinguistic implications for educational sequencing. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Urban language series no. 6. Washington, D.C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 029 281.

Wolfram, W. A. & Whiteman, M. The role of dialect interference in composition. Unpublished paper, Center for Applied Linguistics, Washington, D.C.

Yonemura, M. Developing language programs for young disadvantaged children. New York: Teachers College Press, 1969.

Zintz, M. V. What classroom teachers should know about bilingual education. Report no. BR-8-0609, 1969, New Mexico University, Albuquerque. Also in ERIC: ED 028 427.

FOREIGN LANGUAGE METHODS

Alatis, J. E. (Ed.) Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

Allen, H. B. The survey of the teaching of English to non-English speakers in the United States. Urbana: NCTE, 1966.

Allen, V. F. A second dialect is not a foreign language. In J. E. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University Press, 1970.

Allen, V. F. Teaching standard English as a second dialect. Florida FL Reporter, 1969, 7(1), 123-129, & 164.

Andersson, T. & Boyer, M. Bilingual schooling in the United States, Vol. 1-2. Southwest Educational Development Laboratory, Austin, Texas.

Arapoff, N. Discover and transform: A method of teaching writing to foreign students. TESOL Quarterly, 1969, 3(3), 297-304.

Behavioral objectives for English as a second language (developmental copy). August 1969, Four county committee on behavioral objectives, California. Also in ERIC: ED 035 874.

Bibliography. Some recent information sources in modern language teaching. Audiovisual Language Journal, 1970, 8(1), 41-45. Also in ERIC: ED 021 671.

Bilingualism and the bilingual child-a symposium. National Federation of Modern Language Teachers Association, University of Texas, Austin. Also in ERIC: ED 019 909.

Bordie, J. C. When should instruction in a second language or dialect begin? Elementary English, 1971, 48(5), 551-558.

Brooks, C. E. Motivating students for second language and second dialect learning. Paper presented at the third annual TESOL convention, Chicago, March 1969. Also in ERIC: ED 030 091.

Brooks, C. K. Some approaches to teaching standard English as a second language. Elementary English, November 1964, 728-733.

Brooks, N. Teaching culture in the foreign language classroom. Florida FL Reporter, 1969, 7(1), 20-29, & 154.

Buiten, R. & Lane, H. A self-instructional device for conditioning accurate prosody. Paper presented at the International Congress of Applied Psychology, August 1964. International Review of Applied Linguistics, 1965, 3(3), 205-219. Also in ERIC: ED 038 896.

Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-McKinley County Schools, 1967. Also in ERIC: ED 024 519.

Carroll, J. B. Contrastive analysis and interference theory. In *Report of the 19th annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 022 159.

Carroll, W. S. & Feigenbaum, I. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, September 1967, 31-39. Also in ERIC: ED 015 479.

Catford, J. C. Contrastive analysis and language teaching. In *Report of the 19th annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 022 160.

Cooksey, R. C. Priorities in instituting the teaching of English as a second language in a Southwest Texas school. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 025 747.

Corder, S. P. The significance of learner's errors. *International Review of Applied Linguistics in Language Teaching*, 1967, *5*(4), 161-170. Also in ERIC: ED 019 903.

Cowan, S. English proficiency and bicultural attitudes of Japanese students. *Eigo Kyoiku* (The English Teachers' Magazine), 1968, *17*(9). Also in ERIC: ED 027 529.

Dykstra, G. Teaching English as a second language materials development center--an investigation of new concepts in language learning. Report no. BR-5-10-0775, January 1967, Columbia University, New York. Also in ERIC: ED 018 676.

English as a second language for the culturally depressed children at Rogers School, Leflore County, Mississippi. Research monograph, 1969, South Central Regional Educational Laboratory, Little Rock. Also in ERIC: ED 033 368.

English program for agricultural migrant workers. Report 1958, Puerto Rico Commonwealth, New York. Also in ERIC: ED 031 316.

ERIC documents related to Teaching Standard English to Speakers of Non-standard Dialects. ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, Washington, D. C.

Estarellas, J. A. A psycholinguistic model for second language learning: New prospects for programmed instruction. Paper presented at 10th International Congress of Linguists, Bucharest, Romania, September 1967. Also in ERIC: ED 038 892.

Feigenbaum, I. Using foreign language methodology to teach standard English: Evaluation and adaptation. *Florida FL Reporter*, 1969, *7*(1), 116-122, 156-57.

Feigenbaum, I. W. & Carroll, W. S. Teaching a second dialect and some implications for TESOL. TESOL Quarterly, 1967, 1, 31-39.

Foreign language innovative curricula studies, summary report. Report no. USOE-3-7-704431-056, 1969, Ann Arbor Public Schools, Michigan. Also in ERIC: ED 032 538.

Gardner, R. C. Attitudes and motivation: Their role in second language acquisition. Paper presented at the TESOL convention, March 1968. TESOL Quarterly, 1968, 2(3). Also in ERIC: ED 024 035.

Hendrickson, R. H. ESL--who needs it? English Record, April 1971, 47-52.

Hoffman, M. J. Bi-dialectalism is not the linguistics of white supremacy: Sense versus sensibilities. English Record, April 1971, 95-102.

Jacobson, R. Studies in English to speakers of other languages and standard English to speakers of a non-standard dialect. English Record, special anthology issue and monograph no. 14, April 1971, 21(4).

Johnson, K. R. A comparison of traditional techniques and second language techniques for teaching grammatical structures of standard oral English to tenth grade Negro students who speak a nonstandard dialect. Dissertation Abstracts International, 1969, no. 69-9026.

Johnson, K. R. Pedagogical problems of using second language techniques for teaching standard English to speakers of nonstandard Negro dialect. Florida FL Reporter, 1969, 7(1), 78-80, & 154.

Kraft, M. Where do I go from here? A handbook for continuing language study in the field. Report 1966, Peace Corps, Washington, D. C. Also in ERIC: ED 012 925.

Lambert, W. E. Psychological aspects of motivation in language learning. Florida FL Reporter, 1969, 7(1), 95-97, & 169.

Lee, W. R. Thoughts on contrastive linguistics in the context of language teaching. In Report of the 19th annual round table meeting on linguistics and language studies. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 022 161.

Light, T. The three dimensions of grammar for teaching English as a foreign language. TESOL Quarterly, December 1968, 2(4), 219-231.

MacLean, J. B. Whither modern languages? Forum, January 1971, 3(1), 12-18. Also in ERIC: ED 048 788.

MacLeish, A. Composing pattern practice drills. Paper presented at TESOL convention, New York, March 1966.

MacLeish, A. Writing pattern practice drills. In B. W. Robinett (Ed.), On teaching English to speakers of other languages, series III. Washington, D. C.: Georgetown University Press, 1967, 141-148.

McDavid, R. I., Jr. Some notes on Acadian English. In A. L. Davis et al, Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Michigan State Department of Public Instruction. The disadvantaged child and the language arts. Report no. MSDPI-BULL-368, 1964, Michigan State Department, Lansing. Also in ERIC: ED 013 858.

Olstad, C. (Ed.) Bilingual education in three cultures, annual conference of the Southwest Council for Bilingual Education, 1968, El Paso. Las Cruces, New Mexico: New Mexico State University, Department of Modern Languages, 1968. Also in ERIC: ED 027 515.

Ott, E. The bilingual education program of the Southwest Education Development Laboratory. *Florida FL Reporter*, 1969, *7*(1), 147-148.

Ott, E. Instructional improvement program in language and reading for selected subculture groups in the Southwest. Available from ERIC: ED 026 228.

Petrini, A. M. ESOL-SESD guide: Kindergarten. Ann Arbor: University of Michigan, 1969. Also in ERIC: ED 033 748.

Politzer, R. L. Problems in applying foreign language teaching methods to the teaching of standard English as a second dialect. Research and development memorandum no. 40, December 1968, Stanford Center for Research and Development in Teaching, Stanford University, California.

Reed, D. W. Linguistics and literacy. In J. E. Alatis (Ed.), *Monograph series on languages and linguistics*, no. 22, 1969, Georgetown University, Washington, D. C., 93-103.

Rivers, W. M. Contrastive linguistics in textbook and classroom. In *Report of the 19th annual round table meeting on linguistics and language studies, contrastive linguistics and its pedagogical implications*. Washington, D. C.: Georgetown University, 1968. Also in ERIC: ED 023 074.

Robinett, R. Michigan migrant primary interdisciplinary program. Ann Arbor: Michigan Department of Education, 1969.

Rowe, P. Textbooks for English as a second language: An annotated bibliography. Report 1971, Los Angeles City Schools, Division of Instructional Planning and Services, California. Also in ERIC: ED 051 688.

Saville, M. R. & Troike, R. C. *A handbook of bilingual education*. Washington, D. C.: Georgetown University, 1970. Also in ERIC: ED 035 877.

Scott, C. T. Transformational theory and English as a second language/dialect. In J. E. Alatis, *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

Spolsky, B. Some psycholinguistic and sociolinguistic aspects of bilingual education. Revised version of this paper presented at Teaching the Bilingual Child conference, University of New Mexico, November 1968. Also in ERIC: ED 028 412.

Stern, C. Preschool language project. Paper presented at the conference on research and activity in the language arts for the pre-primary/primary culturally diverse non-English speaking child, Albuquerque, June 1967. Also in ERIC: ED 015 055.

Stewart, W. A. Foreign language teaching method in a quasi-foreign language situation. In W. A. Stewart (Ed.), *Nonstandard speech and the teaching of English*. Language information series no. 2. Washington, D. C.: Center for Applied Linguistics, 1964, 1-15.

Stewart, W. A. (Ed.) *Nonstandard speech and the teaching of English*. Language information series no. 2. Washington, D. C.: Center for Applied Linguistics, 1964. Also in ERIC: ED 031 707.

Taylor, L. L. et al. Psychological variables and ability to pronounce a second language. Report no. BR-6-1784, February 1969, Center for Research on Language and Language Behavior, Michigan University, Ann Arbor. Also in ERIC: ED 028 439.

Taylor, M. E. An overview of research on bilingualism. Report 1970, California State Department of Education, Sacramento. Also in ERIC: ED 049 876.

Troike, R. C. Receptive competence, productive competence and performance. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies*. Washington, D. C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

Weiss, L. Auditory discrimination and identification in foreign language learning. Technical report no. 17, February 1971, Stanford Center for Research and Development in Teaching, California.

Wissot, J. Manipulating ethnic pride in an English as a second language class. *Florida FL Reporter*, 1969, *7*(1), 130 & 163.

Wissot, J. Some effects of teacher attitudes and current methods upon second language learners. Paper presented at the TESOL convention, New Orleans, March 1971. Also in ERIC: ED 052 673.

Young, R. W. English as a second language for Navajos, an overview of certain cultural and linguistic factors. Albuquerque: Bureau of Indian Affairs, 1968. Also in ERIC: ED 021 655.

Zintz, M. V. What classroom teachers should know about bilingual education. Report no. BR-8-0609, 1969, University of New Mexico, Albuquerque. Also in ERIC: ED 028 427.

CURRENT PROGRAMS

Adkins, D. C. et al. Preliminary evaluation of a language curriculum for preschool children. Final report no. OEO-4219, 1967, Educational Research and Development Center, University of Hawaii, Honolulu. Also in ERIC: ED 021 618.

Anderson, M. D. Bilingual education in Nevada. Paper presented at the annual conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, 1967. Also in ERIC: ED 017 387.

Atlanta model. A program for improving basic skills. Communication skills labs, Atlanta Public Schools, Georgia, January 1967.

Burke, E. et al. Curriculum guide for child development centers, five year old program. Gallup, New Mexico: Gallup-McKinley County Schools, 1967. Also in ERIC: ED 024 519.

Byrne, M. C. Head start evaluation and research center, University of Kansas. Report no. 3, Effects of a language program on children in a head start nursery, November 1967, Department of Human Development, University of Kansas, Lawrence. Also in ERIC: ED 021 636.

Carter, J. L. Follow-up study of the effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report, October 1969, University of Houston, Texas. Also in ERIC: ED 035 714.

Carter, J. L. The long range effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report no. BR-6-8390, May 1967, University of Houston, Texas. Also in ERIC: ED 013 276.

Carton, A. S. Basic speech improvement program for disadvantaged pupils in non-public schools--regular day schools. New York: Center for Urban Education, August 1966. Also in ERIC: ED 011 024.

Chandler, W. J. An approach to teaching English dialects. Report 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 145.

Chandler, W. J. et al. An approach to teaching English usage. Report no. Pub-No-431, 1969, North Carolina State Board of Education, Raleigh. Also in ERIC: ED 048 146.

Communication skills center project; Detroit, Michigan. *It works*. Report no. OE-37039, 1969, U. S. Government Printing Office, Washington, D. C. Also in ERIC: ED 028 894.

Corbin, R. & Crosby, M. (Eds.) *Language programs for the disadvantaged*. Urbana: NCTE, 1965.

Davis, A. L. Language learning and teaching. In A. L. Davis et al. (Eds.), Language resource information for teachers of the culturally disadvantaged. Final report, April 1969, Illinois Institute of Technology, Center for American English, Chicago.

Deutsch, M. An evaluation of the effectiveness of an enriched curriculum in overcoming the consequences of environmental deprivation: Final report. Report June 1, 1971, Institute for Developmental Studies, New York.

DiLorenzo, L. T. et al. Empirical bases for a prekindergarten curriculum for disadvantaged children. Paper presented at the annual convocation of the educational research association of New York State, November 1968. Also in ERIC: ED 030 542.

DiLorenzo, L. T. et al. Prekindergarten programs for the disadvantaged: A third year report on an evaluative study. Report 1968, State University of New York, Albany. Also in ERIC: ED 030 541.

Dugas, D. Research relevant to the development of bilingual curricula. Paper presented at the annual conference of Foreign Language Teachers, El Paso, 1967. Also in ERIC: ED 018 298.

EPDA Institute in standard English as a second dialect. Director's report, August 1969, South Florida University, Tampa. Also in ERIC: ED 032 288.

Flores, S. H. The nature and effectiveness of bilingual education programs for the Spanish-speaking child in the U. S. Dissertation Abstracts International, 1970, 30, 2904A.

Francis, W. M. Brown-Tougaloo English project. Final report, July 1970, Rockefeller Foundation, Providence, Rhode Island.

Frogner, E. A. Language attitudes and teacher education. Paper presented at the annual convention of the National Council of Teachers of English, Atlanta, November 1970. Also in ERIC: ED 052 181.

Gropper, G. L., Short, J. G., Holland, A. & Lievergott, J. Development of a program to teach standard American English to speakers of nonstandard dialects. Report, American Institutes for Research, Pittsburgh.

Heinberg, P. Script of speech-communication evaluation test. Honolulu: Speech Communication Center, University of Hawaii, 1969. Also in ERIC: ED 026 633.

Hobson, A. The Marie Hughes language training model. Report 1968, National Laboratory on Early Childhood Education, Tucson, Arizona. Also in ERIC: ED 025 305.

Hook, J. N. English language programs for the seventies. Minnesota English, January 1967, 3(1). Also in ERIC: ED 015 186.

Horn, T. D. & Arnold, R. D. Capsule description of San Antonio language-bilingual research project. Report 1967, University of Texas, Austin.

Hubbard, J. L. & Zarate, L. T. Final report on head start evaluation and research - 1966-1967. Section four, an exploratory study of oral language development among culturally different children. Report no. IED-66-1, August 1967, University of Texas, Austin. Also in ERIC: ED 019 120.

Hurst, C. G., Jr. & Jones, W. L. Psychological concomitants of sub-standard speech. Journal of Negro Education, Fall 1966, 409-421.

Jacobs, P. H. Criteria for evaluating high school English programs. English Journal, 1968, 57(9), 1275-1296.

Jameson, G. R. The development of a phonemic analysis for an oral English proficiency test for Spanish-speaking school beginners. Austin: University of Texas, 1967.

John, V. P. Communicative competence of low-income children: Assumptions and programs. English Language Teaching, 1970, 24(2), 112-119.

Johns Hopkins University. A program for the study of standard language acquisition in educationally disadvantaged children. In Johns Hopkins University third annual report, July 31, 1969, 139-190.

Kean, J. M. The impact of head start: An evaluation of the effects of head start on children's cognitive and affective development. Childhood Education, 1970, 46, 449-452.

Kniefel, T. S. Programs available for strengthening the education of Spanish speaking students. Paper presented for the conference on teacher education for Mexican-Americans, 1969, Mexico State University, University Park, New Mexico. Also in ERIC: ED 025 366.

Language programs for the disadvantaged. Report of the NCTE task force on teaching English to the disadvantaged. Urbana: NCTE, 1965. Also in ERIC: ED 036 506.

Lin, S. C. A developmental English program for the culturally disadvantaged. College Composition and Communication, December 1965, 16(5), 273-276.

Lissitz, R. W. & Cohen, S. L. A brief description and evaluation of the Syracuse oral language development program. Reading Teacher, October 1970, 24(1), 47-50.

Loban, W. D. A sustained program of language learning. In R. Corbin and M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

Martin, J. H. Technology and the education of the disadvantaged. Report 1968, Office of Education, Washington, D. C. Also in ERIC: ED 031 293.

Maxwell, J. C. et al. Development of programmed inservice training on dialects. Paper presented at the annual AERA convention, Minneapolis, March 1970. Also in ERIC: ED 038 367.

Migrant primary interdisciplinary program. State of Michigan, Ann Arbor.

Milwaukee Public Schools. Program for developing speech and language skills in the educationally deprived child through the utilization of the specialized training of speech therapists, September 6, 1966--June 16, 1967. Program evaluation. Report 1967, Division of Curriculum and Instruction, Milwaukee Public Schools, Milwaukee. Also in ERIC: ED 029 058.

Monlouis, W. D. Higher education opportunities for high-risk disadvantaged students: A review of the literature. Currents '70, February 1970, (1). Also in ERIC: ED 035 787.

Oral language materials, Wakulla County. ESEA Title III, project no. K-4, Wakulla County, CAI Center, Crawfordville, Florida.

Ott, E. The bilingual education program of the Southwest Education Development Laboratory. Florida FL Reporter, 1969, 7(1), 147-148, & 159.

Ott, E. Instructional improvement program in language and reading for selected subculture groups in the Southwest. Available from ERIC: ED 026 228.

Owens, T. R. et al. Annual evaluation report of the Hawaii English project for 1969-1970. Report 1970, Hawaii Curriculum Center, University of Hawaii, Honolulu. Also in ERIC: ED 050 103.

Pittsburgh Public Schools. Standard speech development program: 1968 report. Report 1968, Pittsburgh Public Schools. Also in ERIC: ED 025 526.

Report of the National Advisory Commission on Civil Disorders. New York: New York Times Company, 1968, 449.

Robinett, R. Michigan migrant primary interdisciplinary program. Ann Arbor: Michigan Department of Education, 1969.

Saville, M. R. & Troike, R. C. A handbook of bilingual education. Washington, D. C.: Georgetown University, 1970. Also in ERIC: ED 035 877.

Sawyer, J. Dialects, education, and the contribution of linguists. In R. Corbin and M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

Speech and language development program. Milwaukee, Wisconsin.

Speech improvement program. Philadelphia schools. In *Inventory of projects and activities in reading and English.* Washington, D. C.: Center for Applied Linguistics, 1967.

Squire, J. The national study of high school English programs. *College English*, May 1966, *27*(8), 613-619.

Standard speech development program: 1968 report. Pittsburgh Public Schools, Pennsylvania. Also in ERIC: ED 025 526.

Stern, C. Language competencies of four and five year old children under current experimental programs in language instruction. Paper presented at symposium on "Early first-language instruction for the culturally different child" AERA, Chicago, February 1966.

Stern, C. Preschool language project. Paper presented at the conference on research and activity in the language arts for the pre-primary/primary culturally diverse non-English speaking child, Albuquerque, June 1967. Also in ERIC: ED 015 055.

Stern, C. & Lombard, A. Head start research and evaluation office, UCLA. Appendix I to the annual report, November 1967. Report no. IED-1-66-12, November 1967, University of California, Los Angeles. Also in ERIC: ED 020 793.

Strickland, D. S. Black is beautiful vs. white is right. Paper presented at NCTE convention, Atlanta, 1970.

Tax, S. Group identity and educating the disadvantaged. In R. Corbin and M. Crosby (Eds.), *Language programs for the disadvantaged*. Urbana: NCTE, 1965.

Tulane University head start evaluation and research center. Annual report. August 31, 1968, Tulane University, New Orleans. Also in ERIC: ED 029 705.

Watts, C. B. & Caliguri, J. Program for teacher language improvement. In E. L. Evertts (Ed.), *Dimensions of dialect*. Urbana: NCTE, 1967.

Wisconsin Council of Teachers of English Special Bulletin no. 8. Basic considerations for a new English program, October 1963.

Yonemura, M. *Developing language programs for young disadvantaged children*. New York: Teachers College Press, 1969.

LANGUAGE ACQUISITION AND DEVELOPMENT

Alsworth, P. L. An investigation of the contribution of machine-based instruction to performance of preschool disadvantaged children in certain language skills. Doctoral dissertation, State University of New York, Buffalo. Ann Arbor, Michigan: University Microfilms, 1970, no. 70-22,098. Also in ERIC: ED 050 098.

Anisfeld, M. The child's knowledge of English pluralization rules. Available from ERIC: ED 019 635.

Anisfeld, M. Language and cognition in the young child. Report no. BR-5-0602, May 1965, Wayne State University, Detroit. Also in ERIC: ED 019 636.

Arahill, E. J. The effect of differing dialects upon the comprehension and attitude of eighth grade children. *Dissertation Abstracts International*, 1971, *31*, 6030A.

Arnold, R. D. & Wist, A. H. Auditory discrimination abilities of diadvantaged Anglo and Mexican-American children. *Elementary School Journal*, 1970, *70*, 295-299.

Athey, I. Theories of language development and their relation to reading. Paper presented at the National Reading Conference, St. Petersburg, Florida, 1970. Also in ERIC: ED 049 886.

Ausubel, D. P. How reversible are the cognitive and motivational effects of cultural deprivation? Implications for teaching the culturally deprived child. *Urban Education*, 1964, 1, 16-38.

Baldwin, T. L. et al. Children's communication accuracy related to race and socioeconomic status. Report February 1970, Center for the Study of Social Organization of Schools, Johns Hopkins University, Baltimore. Also in ERIC: ED 036 532.

Baehr, T. J. Toward the quantitative analysis of 'deviant' articulation. Report no. R-35, July 1967, University of MIchigan, Ann Arbor. Also in ERIC: ED 022 173.

Baratz, J. C. Language and cognitive assessment of Negro children - assumptions and research needs. *American Speech and Hearing Association*, March 1969, *2*(8). Also in ERIC: ED 022 157.

Baratz, J. C. & Povich, E. A. Grammatical constructions in the language of the Negro pre-school child. American Speech and Hearing Association Paper, 1967. Also in ERIC: ED 020 518.

Barritt, L. S. The auditory memory of children from different socio-economic backgrounds. Report no. BR-6-1784, September 1968, University of Michigan, Ann Arbor. Also in ERIC: ED 027 092.

Barritt, L. S. A comparison of the auditory memory performance of Negro and white children from different socio-economic backgrounds. Report no. BR-6-1784, February 1969, University of Michigan, Ann Arbor. Also in ERIC: ED 029 350.

Barritt, L. S., Semmel, M. I. & Weener, P. Immediate memory span of children from "advantaged" and "disadvantaged" backgrounds. Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor.

Bellugi-Klima, U. Evaluating the child's language competence. Available from ERIC: ED 019 141.

Bever, T. G. et al. Linguistic capacity of very young children. Available from ERIC: ED 018 796.

Blank, M. Cognitive gains in 'deprived' children through individual teaching of language for abstract thinking. Available from ERIC: ED 019 346.

Bromwich, R. M. Developing the language of young disadvantaged children. Report 1967, Elementary, Kindergarten and Nursery Education, Washington, D.C. Also in ERIC: ED 032 373.

Butts, D. P. Content and teachers in oral language acquisition--means or ends? *Elementary English*, 1971, *48*, 290-297.

Carlson, P. & Anisfeld, M. Some observations on the linguistic competence of a two-year old child. *Child Development*, 1969, *40*, 569-575.

Cazden, C. B. On individual differences in language competence and performance. Report 1967, Harvard R. & D. Center on Educational Differences, Cambridge.

Cazden, C. B. Some implications of research on language development for preschool education. Report no. BR-5-0215-29, February 1966, Social Science Research Council Conference on Preschool Education, Chicago. Also in ERIC: ED 011 329.

Cazden, C. B. Studies of early language acquisition. *Childhood Education*, 1969, *46*, 127-131.

Cazden, C. B. Subcultural differences in child language: An interdisciplinary review. Report 1966, Harvard Research and Development Center on Educational Differences, Cambridge, Massachusetts. Also in ERIC: ED 011 325.

Chase, R. A. Evolutionary aspects of language development and function. In *Genesis of language*. Cambridge: MIT Press, 1966, 253-269.

Chomsky, C. *The acquisition of syntax in children from 5 to 10*. Cambridge: MIT Press, 1969.

Connors, C. K. & Eisenberg, L. The effect of teacher behavior on verbal intelligence in operation headstart children. Report 1966, Johns Hopkins University, Baltimore. Also in ERIC: ED 010 782.

Corder, S. P. The significance of learner's errors. International Review of Applied Linguistics in Language Teaching, 1967, 5(4), 161-170. Also in ERIC: ED 019 903.

Day, D. E. The effects of different language instruction on the use of attributes of pre-kindergarten disadvantaged children. Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 1968. Also in ERIC: ED 016 522.

Denby, R. B. Oral communication skills of elementary students. Elementary English, November 1968.

Deutsch, C. Auditory discrimination and learning: Social factors. Available from ERIC: ED 011 116.

Deutsch, M. The role of social class in language development and cognition. American Journal of Orthopsychiatry, 1965, 35, 24-25.

Deutsch Model-Institute for Developmental Studies. Report 1968, New York University. Available from ERIC: ED 020 009.

Diebold, A. R., Jr. The consequences of early bilingualism in cognitive development and personality formation. Paper presented at the symposium on "The study of personality," Rice University, Houston, 1966. Also in ERIC: ED 020 491.

Dillard, J. L. Black English in New York. English Record, April 1971, 114-120.

Ecroyd, D. H. Negro children and language arts. Reading Teacher, 1968, 21(7), 624-629. Also in ERIC: ED 023 539.

Entwisle, D. R. Developmental sociolinguistics - inner city children. Report project no. 6-1610, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 611.

Entwisle, D. R. Semantic systems of minority groups. Report no. BR-6-1610, June 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 030 106.

Entwisle, D. R. Subcultural differences in children's language development. Report project no. 6-1610, May 1967, Johns Hopkins University, Baltimore Also in ERIC: ED 011 612.

Entwisle, D. R. Word associations of disadvantaged children. Johns Hopkins University, Baltimore.

Entwisle, D. R. & Greenberger, E. Differences in the language of Negro and white grade school children. Project no. 6160-0303, May 1968, Johns Hopkins University. Also in ERIC: ED 019 676.

ERIC Clearinghouse for Linguistics. A bibliography of American English dialects. November 1969, Center for Applied Linguistics, Washington, D.C.

Erickson, F. D. Discussion behavior in the black ghetto and in white suburbia: A comparison of language style and inquiry style. Dissertation Abstracts International, 1970, 30, 2750A.

Ervin-Tripp, S. M. Becoming a bilingual. Report no. WP-9, March 1968, Language Behavior Research Laboratory, University of California, Berkeley.

Ervin-Tripp, S. M. Comparative language development and socialization. In W. A. Stewart, Research in progress: Social dialects of English. Report no. 3, 1967, Center for Applied Linguistics, Washington, D.C. Also in ERIC: ED 012 906.

Ervin-Tripp, S. M. A field manual for cross cultural study of the acquisition of communicative competence. Berkeley: University of California, July, 1967 (second draft).

Fennessey, J. An exploratory study of non-English speaking homes and academic performance. Report no. BR-6-1610-3, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 613.

Ferguson, C. A. Contrastive analysis and language development. Washington, D.C.: Georgetown University, 1968. Also in ERIC: ED 022 158.

Francis, A. S. The development and preliminary field testing of a multisensory language development program for kindergarten, first grade and fourth grade, with a supplementary volume. Doctoral dissertation, George Peabody College for Teachers, 1970. Ann Arbor: University Microfilms, no. 70-23,330. Also in ERIC: ED 050 096.

Fry, D. B. The development of the phonological system in the normal and the deaf child. In F. Smith and G. A. Miller (Eds.) Genesis of language. Cambridge, Massachusetts: MIT Press, 1966, 187-207.

Golub, L., Frederick, W., & Cohen, S. Development and refinement of measures of linguistic ability. Working paper no. 3, Wisconsin R & D Center for Cognitive Learning, Madison, Wisconsin.

Gordon, E. W. (Ed.) IRCD Bulletin, 1965, 1(5). Also in ERIC: ED 025 572.

Gordon, E. W. Language development in disadvantaged children. Summary of the proceedings of the first working conference on language development in disadvantaged children. Ferkauf Graduate School of Education, Yeshiva University, New York, October 1965.

Gordon, S. B. The relationship between the English language abilities and home language experience of first-grade children, from three ethnic groups of varying socioeconomic status and varying degrees of bilingualism. Doctoral dissertation, University of New Mexico, 1969. Ann Arbor: University Microfilms, no. 70-16,385. Also in ERIC: ED 050 092.

Gray, B. B. & Fygetakis, L. Mediated language acquisition for dysphasic children. Behavior Research and Therapy, 1968, 6, 263-280.

Greenfield, P. M. Oral or written language--the consequences for cognitive development in Africa and the United States. Paper presented at the symposium on cross-cultural cognitive studies, American Educational Research Association, Chicago, February 1968. Also in ERIC: ED 018 279.

Gussow, J. & Bailey, B. L. Summary of the proceedings of the working conference on language development in disadvantaged children. Yeshiva University, New York, October 1965. Also in ERIC: ED 010 777.

Guthrie, J. T. Effects of discrimination, grammatical rules and application of rules on the acquisition of language concepts in children. Available from ERIC: ED 030 502.

Guthrie, J. T. & Baldwin, T. Effects of discrimination, grammatical rules, and application of rules on the acquisition of grammatical concepts. *Journal of Educational Psychology*, 1970, *61*(5), 358-361.

Harmer, W. R. To what extent should parents be involved in language programs for linguistically different learners? *Elementary English*, 1970, *47*(7), 940-943.

Hatch, E. Four experimental studies in syntax of young children. Report March 1969, Southwest Regional Laboratory for Educational Research and Development, Inglewood, California.

Hellmuth, J. (Ed.) Disadvantaged child. Volume two: Head start and early intervention. New York: Bruner/Mazel, Inc., 1968. Also in ERIC: ED 029 065.

Hendrickson, R. H. ESL--who needs it? *English Record*, April 1971, 47-52. Also in ERIC: ED 053 605.

Henrie, S. N., Jr. A study of verb phrases used by five year old nonstandard Negro English speaking children. Doctoral dissertation. Ann Arbor: University Microfilms, 1969. No. 70-13,068.

Hillery, M. C. et al. A descriptive study of cognitive and affective trends differentiating selected groups of preschool children. Report no. OEO-1401, 1969, University of Wisconsin, Milwaukee. Also in ERIC: ED 031 314.

Hobson, A. The Marie Hughes language training model. Report 1968, National Laboratory on Early Childhood Education, Tucson, Arizona. Also in ERIC: ED 025 305.

Horn, T. D. (Ed.) *Research bases for oral language instruction*. Urbana: NCTE, 1971.

Horner, V. M. The verbal world of the lower class three year old: A pilot study in linguistic ecology. *Dissertation Abstracts International*, 1970, *30*, 3443A.

Horowitz, A. E. Experimental studies of the relation between language and cognition. Report June 1965, Hofstra University, Hempstead, New York.

Horowitz, F. D. & Horowitz, F. R. Head start evaluation and research center, verbal recall research. Report no. 6, November 1967, University of Kansas, Lawrence, Kansas. Also in ERIC: ED 021 547.

Horrworth, G. L. Listening: A facet of oral language. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1969.

Houston, S. Child black English: The school register. Unpublished manuscript. Northwestern University.

Houston, S. H. Competence and performance in child black English. Language Sciences, October 1970, 9-14.

Hubbard, J. L. & Zarate, L. T. Final report on head start evaluation and research - 1966-1967. Section four, an exploratory study of oral language development among culturally different children. Report no. IED-66-1, August 1967, University of Texas, Austin. Also in ERIC: ED 019 120.

Hughes, A. E. Linguistics for the elementary teacher. Paper presented at the NCTE convention, Honolulu, 1967. Also in ERIC: ED 036 501.

Hunt, K. Response to "How not to analyze the syntax of children" by Robert McCraig. Elementary English, 1970, 47(5), 619-623.

Jenkins, J. J. the acquisition of language. In D. A. Goslin (Ed.), Handbook of socialization theory and research. Chicago: Rand McNally, 1969.

John, V. The relation between social experience and the acquisition of language. Paper presented at the Orientation Conference for Professional Personnel in Child Development Centers for Project Head Start, Los Angeles, June 1965.

John, V. P. & Goldstein, L. S. The social context of language acquisition. Merrill-Palmer Quarterly, 1964, 10, 265-275.

Johns Hopkins University. A program for the study of standard language acquisition in educationally disadvantaged children. In Johns Hopkins University Third Annual Report, July 31, 1969, 139-190.

Kean, J. M. The impact of head start: An evaluation of the effects of head start on children's cognitive and affective development. Childhood Education, 1970, 46, 449-452.

Kinzel, P. F. Lexical and grammatical interference in the speech of a bilingual child. Studies in linguistics and language learning, volume I. Seattle: University of Washington, 1964. Also in ERIC: ED 029 273.

Kirkton, C. M. Language acquisition and development: Some implications for the classroom. Elementary English, 1971, 48, 406-412.

Kitzhaber, A. R. Oregon materials. University of Oregon, Eugene.

Kopp, O. W. The evaluation of oral language activities: Teaching and learning. In W. T. Petty (Ed.), *Research in oral language*. Urbana: NCTE, 1969.

Labov, W. Stages in the acquisition of standard English. In R. W. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1965.

La Civita, A., Kean J., & Yamamoto, K. Socio-economic status of children and acquisition of grammar. *Journal of Educational Research*, 1966, *60*, 71-74.

Lakoff, R. *Language in context*. Ann Arbor: University of Michigan, May 1971 (Prepublication version).

Language development in disadvantaged children: An annotated bibliography. Report August 1968, ERIC Clearinghouse for Urban Disadvantaged, Yeshiva University, New York. Also in ERIC: ED 026 414.

Larson, J. et al. Michigan oral language test. University of Michigan, Ann Arbor, 1970.

Lee, J. M. Studies of economically deprived elementary children in southern Illinois; a summary of four doctoral dissertations. Report October 1966, Southern Illinois University, Carbondale, Illinois. Also in ERIC: ED 021 886.

Lenneberg, E. H. *Biological foundations of language*. New York: John Wiley and Sons, Inc., 1967. Also in ERIC: ED 015 480.

Lenneberg, E. H. A biological perspective of language. In E. H. Lenneberg (ed.) *New directions in the study of language*. Cambridge: MIT Press, 1964, 65-88.

Lenneberg, E. H. The natural history of language. In F. Smith and G. A. Miller (Eds.), *The genesis of language*. Cambridge, Massachusetts: MIT Press, 1966, 187-207.

Lenneberg, E. H. On explaining language. *Science*, 1969, *164*(3880), 635-643. Also in ERIC: ED 030 112.

Lesser, G. S., Fifer, G. & Clark, D. H.. Mental abilities of children in different social and cultural groups. Monograph Social Research Child Development, 1965, *30*(4), serial no. 102.

Levy, A. W. The effects of teacher behavior on the language development of head start children. *Dissertation Abstracts International*, 1970, *30*, 3835A.

Light, R. L. Some observations concerning black childrens' conversations. *English Record*, April 1967, 155-167.

Macnamara, J. (Ed.) Problems of bilingualism. *Journal of Social Issues*, 1967, *23*(2). Also in ERIC: ED 024 034.

Marckwardt, A. H. The concept of standard English. In The discovery of English. NCTE 1971 distinguished lectures. Urbana: NCTE, 1971, 14-36.

Marckwardt, A. H. What a thing it is. In J. E. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University Press, 1970.

Massad, C. E. Language thought processes in children from differing socioeconomic levels. Paper presented at International Reading Association conference, Boston, April 1968. Also in ERIC: ED 022 536.

May, F. B. The effects of environment on oral language development: I. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1967.

McCaffrey, A. et al. Communicative competence and the disadvantaged child: A study of the relationship between language models and the development of communication skills in disadvantaged preschoolers. Final report, September 1970, Harvard University, Cambridge. Also in ERIC: ED 047 806.

McCallig, R. A. How not to analyze the syntax of children: A critique and a proposal. Elementary English, 1970, 47, 612-618.

McCarthy, J. L. G. Changing parent attitudes and improving language and intellectual abilities of culturally disadvantaged four-year-old children through parental involvement. Submitted in partial fulfillment of requirements for Doctor of Education degree, June 1968, Indiana University, Bloomington, Indiana. Also in ERIC: ED 027 942.

McDavid, R. I. The cultural matrix of American English. Elementary English, January 1965, 13-21.

McKay, J. R. A partial analysis of a variety of nonstandard Negro English. Dissertation Abstracts International, 1970, 30, 4967A.

New York University. The Deutsch model--Institute for Developmental Studies. Report 1968, New York University, Institute for Developmental Studies, New York. Also in ERIC: ED 020 009.

Oakland, T. Relationships between social class and phonemic and non-phonemic auditory discrimination ability. Paper presented at the AERA convention, Los Angeles, February 1969. Also in ERIC: ED 031 383.

Olim, E. G. Relationships of mothers' language styles to the cognitive styles of urban preschool children. Report no. BR-5-8007, 1965. Available from ERIC: ED 019 633.

Olson, D. R. Language acquisition and cognitive development. Paper presented at the International Conference on Social Cultural Aspects of Mental Retardation, Nashville, Tennessee, June 1968. Also in ERIC: ED 049 811.

Osser, H. Language control in a group of head start children. Report no. OEO-510, Johns Hopkins University, Baltimore, Maryland. Also in ERIC: ED 020 789.

Osser, H. Social-class factors in the language development of preschool children. Department of Pediatrics, Johns Hopkins Hospital, Baltimore, Maryland.

Osser, H. Speech development in children with emphasis on the development of syntax in urban children who speak a nonstandard dialect. Johns Hopkins Hospital, Baltimore, Maryland.

Osser, H. The syntactic structures of 5 year old culturally deprived children. Report no. OEO-510, April 1966, Johns Hopkins University, Baltimore, Maryland. Also in ERIC: ED 020 788.

Osser, H., et al. A study of the communicative abilities of disadvantaged children. Final report. Report no. OEO-2402, January 1968, Johns Hopkins University, School of Medicine, Baltimore, Maryland. Also in ERIC: ED 032 119.

Osser, H., Wang, M. D. & Zaid, F. The young child's ability to imitate and comprehend speech: A comparison of two subcultural groups. *Child Development*, 1969, *40*, 1063-1076.

Painter, G. *Infant education*. San Rafael, California: Dimensions Publishing Co., 1968. Also in ERIC: ED 033 760.

Peisach, E. C. Children's comprehension of teacher and peer speech. *Child Development*, 1965, *30*, 467-480.

Petty, W. T. (Ed.) *Research in oral language*. Urbana: NCTE, 1969.

Petty, W. T. & Starkey, R. J. Oral language and personal and social development. In W. T. Petty (Ed.), *Research in oral language*. Urbana: NCTE, 1969.

Plumer, D. Verbal interaction and verbal ability: Research and practice. *English Record*, April 1971, 168-174.

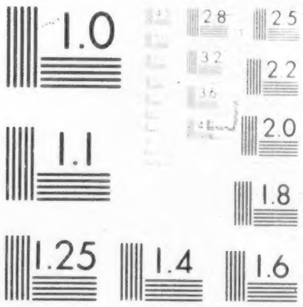
Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), *Language and Poverty*, Chicago: Markham, 1970.

Politzer, R. L. Developmental aspects of the awareness of the standard/nonstandard dialect contrast. Research and development memorandum no. 72, February 1971, Stanford Center for Research and Development in Teaching, Stanford University, California.

Politzer, R. L. Auditory discrimination and the "disadvantaged" deficit or difference. *English Record*, April 1971, 174-179.

Practical English Scholastic. Special issue-The English language, March 21, 1969, *46*(8), 4-11.

Quay, L. Language dialect, reinforcement and the intelligence test performance of Negro children. *Child Development* 71, *42*. 5-15.


1.0
2.8
2.5
3.2
2.2
3.6
4.0
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Raph, J. B. Language development in socially disadvantaged children. *Review of Educational Research*, 1965, *35*, 389-400.

Reeback, R. T. The extension of control in verbal behavior. Final report no. OEO-2414, May 10, 1968, Rochester University, New York. Also in ERIC: ED 021 619.

Research planning conference on language development in disadvantaged children. Report June 1966, Graduate School of Education, Yeshiva University, New York. Also in ERIC: ED 027 346.

Riehm, C. L. The effects of increased pupil-teacher verbal interaction on oral language development in disadvantaged first grade children. *Dissertation Abstracts International*, 1970, no. 70-11,754. Also in ERIC: ED 056 007.

Roberts E. An evaluation of standardized tests as tools for the measurement of language development. Cambridge: Northwestern University.

Robison, H. F. & Mukerji, R. Concept and language development in a kindergarten of disadvantaged children. Report no. CRP-S-320, May 1966, Cooperative Research Program, Office of Education, Washington, D.C. Also in ERIC: ED 027 967.

Rockey, R. E. Contrastive analysis of the language structures of three ethnic groups of children enrolled in head start programs. *Dissertation Abstracts International*, 1971, *31*, 6585A.

Ruddell, R. B. Oral language and the development of other language skills. In W. T. Petty (Ed.), *Research in oral language*. Urbana: NCTE, 1969.

Rudegeair, R. E. & Kamil, M. L. Assessment of phonological discrimination in children. Technical report no. 118, 1970, Wisconsin Research and Development Center for Cognitive Learning, Madison.

Ryckman, D. B. A comparison of information processing abilities of middle and lower class Negro kindergarten boys. Report no. BR-6-1784, 1967, Center for Research in Language and Behavior, University of Michigan, Ann Arbor. Also in ERIC: ED 017 924.

Sapon, S. M. Engineering verbal behavior. Report March 1968, Office of economic Opportunity, Washington, D.C. Also in ERIC: ED 025 308.

Scott, C. T. Transformational theory and English as a second language/dialect. In J. E. Alatis Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

Siders, S. K. An analysis of the language growth of selected children in a first grade title I project. Doctoral dissertation, Kent State University, 1969.

Silvaroli, N. J. & Whitcomb, M. W. A comparison of the oral language patterns of three low socioeconomic groups of pupils entering first grade. Report 1967, Arizona State University, Tempe. Also in ERIC: ED 032 943.

Sloan, D., Jr. Relationships between the verbal activities of teachers and the self concept and verbal intelligence of kindergarten children. *Dissertation Abstracts International*, 1971, *31*, 5677A.

Slobin, D. I. Universals of grammatical development in children. Paper presented at International Participation on Psychology of Human Learning conference, Prague, Czechoslavakia, July 1969. Also in ERIC: ED 032 543.

Slobin, D. I. What does a child learn when he learns to talk? Paper presented at American Psychological Association for the Advancement of Science convention, Berkeley, California, 1965.

Spence, A. G., Mishra, S. P. & Ghozeil, S. Home language and performance on standardized tests. *Elementary School Journal*, 1971, *71*, 309-313.

Taft, J. & Tennis, M. The development of a test to assess the occurrence of selected features of nonstandard English in the speech of disadvantaged primary children. Report 1968, Dade County Public Schools, Miami, Florida. Also in ERIC: ED 015 790.

Templin, M. C. Certain language skills in children: Their development and interrelationships. Minneapolis: University of Minnesota Press, 1957.

Templin, M. C. The study of articulation and language development during the early school years. In F. Smith and G. A. Miller (Eds.), *The Genesis of language*. Cambridge, Massachusetts: MIT Press, 1966, 173-181.

Thomas, D. R. Oral language, sentence structure, and vocabulary of kindergarten children living in low socio-economic urban areas. Unpublished doctoral dissertation, Wayne State University, 1962.

Tough, J. Language and environment: An interim report on a longitudinal study. Report 1969, Institute of Education, Leeds University, England. Also in ERIC: ED 032 136.

Troike, R. C. Receptive competence, productive competence and performance. In J. E. Alatis (Ed.), *Report of the twentieth annual round table meeting on linguistics and language studies.* Washington, D.C.: Georgetown University Press, 1970. Also in ERIC: ED 035 892.

Troike, R. C. Social dialects and language learning: Implications for TESOL. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 024 036.

Wakefield, M. W. A comparative study of language patterns of low socioeconomic first graders. *Dissertation Abstracts International*, 1968, *29*, 1056A.

Walker, A. M. A descriptive study of the oral language progress of selected disadvantaged and advantaged kindergarten children. Doctoral dissertation, University of Georgia, 1969. Ann Arbor: University Microfilms, no. 70-01,242. Also in ERIC: ED 050 117.

Wardhaugh, R. C. Theories of language acquisition in relation to beginning reading instruction. Paper presented at the American Educational Research Association meeting, New York, February 1971. Also in ERIC: ED 049 903.

Weir, R. H. Some questions on the child's learning of phonology. In F. Smith and G. A. Miller (Eds.), The Genesis of language. Cambridge, Massachusetts: MIT Press, 1966, 153-169.

Whiteman, M. et al. Some effects of social class and race on children's language and intellectual abilities. Revision of paper presented at the Society for Research in Child Development meeting, Minneapolis, March 1965. Also in ERIC: ED 022 540.

Willis, C. The development of an automatic dialect classification test. Final report, July 1969, Rochester University, New York. Also in ERIC: ED 041 263.

Wolff, J. L. The effect of subject-determined verbalization on discrimination learning in preschoolers. Report 1967, Department of Educational Psychology, University of Illinois, Urbana. Also in ERIC: ED 021 620.

Yeshiva University graduate school of education. Research planning conference on language development in disadvantaged children, June 7-8, 1966. Report June 1966, Yeshiva University, New York. Also in ERIC: ED 027 346.

Yonemura, M. A study of the ability of nursery and kindergarten children from low socio-economic backgrounds to develop more adequate language skills through a special language program. Dissertation Abstracts International, 1966, 26(8), 4515.

DIALECT AND READING

American Institutes for Research in the Behavioral Sciences. Communication skills center project; Detroit, Michigan. *It works*. Washington, D. C.: U. S. Government Printing Office, 1969. Also in ERIC: ED 028 894.

American Institutes for Research in the Behavioral Sciences. Elementary reading centers; Milwaukee, Wisconsin. *It works*. Washington, D. C.: U. S. Government Printing Office, 1969. Also in ERIC: ED 028 895.

American speech dialects. National Center for Audio Tapes, University of Colorado, Boulder. (Tape.)

Anderson, L. A. Reading in Appalachia. *The Reading Teacher*, January 1967, 303-306, & 312.

Athey, I. Theories of language development and their relation to reading. Paper presented at the National Reading Conference, St. Petersburg, Florida, 1970. Also in ERIC: ED 049 886.

Atlanta model. A program for improving basic skills. Communication skills labs, Atlanta Public Schools, Georgia, January 1967.

Bailey, B. L. Some arguments against the use of dialect readers in the teaching of initial reading. *Florida FL Reporter*, 1970, *8*(1&2), 8 & 47.

Baratz, J. C. Beginning readers for speakers of divergent dialects. Paper presented at the International Reading Association conference, Kansas City, April 1969. Also in ERIC: ED 034 664.

Baratz, J. C. Linguistic and cultural factors in teaching reading to ghetto children. *Elementary English*, 1969, *46*, 199-203.

Baratz, J. C. Teaching reading in an urban Negro school system. In J. Baratz and R. Shuy (Eds.), *Teaching Black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969.

Baratz, J. C. & Shuy, R. W. *Teaching Black children to read*. Washington, D. C.: Center for Applied Linguistics, 1969.

Berg, P. C. Language barriers of the culturally different. Paper presented at the 12th annual meeting of the College Reading Association, Boston, March 1969. Also in ERIC: ED 029 767.

Bougere, M. Selected factors in oral language related to first-grade reading achievement. *Reading Research Quarterly*, Fall 1969, 31-58.

Broz, J. J., Jr. & Hayes, A. S. *Linguistics and reading: A selected annotated bibliography for teachers of reading*. Washington, D. C.: Center for Applied Linguistics, 1966.

Burks, A. & Guilford, P. D. Wakulla county oral language project. *Elementary English*, May 1969, *46*(5), 606-611.

Carter, J. L. Follow-up study of the effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report, October 1969, University of Houston, Texas. Also in ERIC: ED 035 714.

Carter, J. L. The long range effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report no. BR-6-8390, May 1967, University of Houston, Texas. Also in ERIC: ED 013 276.

Chall, J. Research in linguistics and reading instruction: Implications for further research and practice. Paper presented at International Reading Association Conference, Boston, April 1968. Also in ERIC: ED 028 904.

Cohen, S. A. Some learning disabilities of socially disadvantaged Puerto Rican and Negro children. Academic Therapy Quarterly, 2(1). Also in ERIC: ED 022 818.

Cohen, S. A. Teach them all to read; theory, methods and materials for teaching the disadvantaged. New York: Random House, 1969.

Cohen, S. A. & Kornfeld, G. S. Oral vocabulary and beginning reading in disadvantaged Black children. The Reading Teacher, 1970, 24(1), 33-38.

Cohen, S. A. & Reinstein, S. Skills centers: A systems approach to reading instruction. Paper presented at the College Reading Association Conference, Boston, March 1969. Also in ERIC: ED 030 539.

Communication skills center project; Detroit, Michigan. It works. Report no. OE-37039, 1969, U. S. Government Printing Office, Washington, D. C. Also in ERIC: ED 028 894.

Craig, M. C. Reading and writing standard English. Paper presented at the NCTE convention, Honolulu, November 1967. Also in ERIC: ED 016 585.

Davis, A. L. Teaching language and reading to disadvantaged Negro children. In E. L. Evertts (Ed.) Dimensions of dialect. Urbana: NCTE, 1967.

Davis, O. H., Gladney, M. R. & Leaverton, L. The psycholinguistic reading series. Chicago: Board of Education, 1968.

Dillard, J. L. Negro children's dialect in the inner city. Florida FL Reporter, Fall 1967. Also in ERIC: ED 014 725.

DiLorenzo, L. T. et al. Empirical bases for a prekindergarten curriculum for disadvantaged children. Paper presented at the annual convocation of the Educational Research Association of New York State, November 1968. Also in ERIC: ED 030 542.

Donelson, K. L. Teaching standard English as an alternate dialect. Arizona English Bulletin, 1969, 12(1), 11-16. Also in ERIC: ED 050 076.

Dunn, L. M. et al. The effectiveness of three reading approaches and an oral language stimulation program with disadvantaged children in the primary grades--an interim report after one year of the cooperative reading project. Report no. IMRID-BSM-7, July 1967, George Peabody college for Teachers, Nashville. Also in ERIC: ED 017 411.

Dunn, L. M. et al. The effectiveness of the Peabody language development kits and the initial teaching alphabet with disadvantaged children in the primary grades: After two years. Report no. IMRID-6, August 1967, George Peabody College for Teachers, Nashville.

Elementary reading centers; Milwaukee, Wisconsin. It Works. Report no. OE-37031, 1969, O. E. Bureau of Elementary and Secondary Education, Washington, D. C. Also in ERIC: ED 028 895.

Ellison, M. L. Compendium of reading materials and teaching techniques for the Wisconsin prototypic system of reading instruction. Practical paper no. 7, Wisconsin research and development center, Madison.

Entwisle, D. R. & Greenberger, E. Racial differences in the language of grade school children. Sociology of Education, 1969, 42(3).

Fasold, R. W. Orthography in reading materials for Black English speaking children. In J. Baratz and R. Shuy (Eds.), Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969.

Fasold, R. W. What can an English teacher do about nonstandard dialect? The English Record, April 1971, 82-91. Also in ERIC: ED 055 077.

Feigenbaum, I. W. English now. New York: New Century, 1970.

Figurel, J. A. Limitations in the vocabulary of disadvantaged children: A cause of poor reading. Proceedings of the annual convention, International Reading Association, 1964, 9.

Fleming, J. T. Oral language and beginning reading: Another look. Reading Teacher, 1968, 22, 24-29.

Golden, R. Changing dialects by using tapes. In R. W. Shuy (Ed.). Social dialects and language learning. Urbana: NCTE, 1965.

Goodman, K. S. Dialect barriers to reading comprehension. In J. Baratz and R. Shuy (Eds.), Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969. And in E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967.

Greenfield, P. M. Oral or written language--the comsequences for cognitive development in Aftica and the United States. Paper presented at the symposium on cross-cultural cognitive studies, American Educational Research Association. Chicago, February 1968. Also in ERIC: ED 018 279.

Griffith, J. & Miner, L. E. (Eds.) The first Lincolnlang conference on dialectology, University of Alabama, 1970. Also in ERIC: ED 036 803.

Hatch, E. Four experimental studies in syntax of young children. Report March 1969, Southwest Regional Laboratory for Educational Research and Development, Inglewood, California.

Horn, T. D. A study of the effects of intensive oral-aural English language instruction, oral-aural Spanish language instruction and non-oral-aural instruction on reading readiness in grade one. Report no. CRP-2648, 1966, University of Texas, Austin. Also in ERIC: ED 010 048.

Inventory of projects and activities in reading and English. Washington, D. C.: Center for Applied Linguistics, 1967.

Ivey, L. P. Influence of Indian language background on reading and speech development. Dissertation Abstracts International, 1969, 29, 2438A.

Johnson, K. R. The influence of nonstandard Negro dialect on reading achievement. English Record, April 1971, 148-155.

Johnson, K. R. Teaching culturally disadvantaged pupils (Grades K-12). Unit I: The culturally disadvantaged pupil--part I; Unit II: The culturally disadvantaged student--part II. Chicago: Science Research Associates, 1966. Also in ERIC: ED 029 927.

Kamil, M. L. The effects of parallel syntactic structures on immediate recall of compound sentences. Working paper no. 19, May 1969, Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison.

Kasdon, L. M. Language experience approach for children with non-standard dialects. Paper presented at the NCTE convention, Honolulu, November 1967. Also in ERIC: ED 016 588.

Knight, L. N. 1966-67 (year three) findings: A comparison of the effectiveness of intensive oral-aural English instruction, intensive oral-aural Spanish instruction, intensive aural instruction on the oral language and reading achievement of Spanish speaking second and third graders. Report 1969, University of Texas, Austin.

Kochman, T. Reading, culture and personality. Florida FL Reporter, Spring/Fall 1970, 8(1 & 2), 24-26, & 49.

Labov, W. A note on the relation of reading failure to peer-group status in urban ghettos. Florida FL Reporter, 1969, 7(1), 54-57, & 167.

Labov, W. Some sources of reading problems for Negro speakers of non-standard English. In J. Baratz and R. Shuy (Eds.), Teaching Black children to read. Washington, D. C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 010 688.

Labov, W. A note on the relation of reading failure to peer-group status in urban ghettos. *Florida FL Reporter*, 1969, *7*(1), 54-57, & 167

Leaverton, L. et al. *The psycholinguistics reading series: A bi-dialectal approach*. Teacher's manual. Chicago: Chicago Board of Education, 1969. Also in ERIC: ED 034 981.

Lee, J. M. Studies of economically deprived elementary children in southern Illinois; a summary of four doctoral dissertations. Report October 1966, Southern Illinois University, Carbondale, Illinois. Also in ERIC: ED 021 886.

Leton, D. A. Computer program to convert word orthography to phoneme equivalents. Final report November 1969, University of Hawaii, Honolulu. Also in ERIC: ED 038 266.

Linguistics and the language arts, special report. Grade Teacher, March 1969.

Lloyd, D. Sub-cultural patterns which affect language and reading development. In B. J. Weiss (Ed.), *Language, linguistics, and school programs*. Urbana: NCTE, 1963, 37-54.

Malmstrom, J. Teaching linguistically in elementary school. *Florida FL Reporter*, Spring/Fall 1970, *8*(1 & 2), 31-48.

Marquardt, W. F. Language interference in reading. *Reading Teacher*, 1964, *18*, 214-218.

May, F. B. The effects of environment on oral language development: I. In W. T. Petty (Ed.), *Research in oral language*. Urbana: NCTE, 1967.

McDavid, R. I., Jr. Dialectology and the teaching of reading. In J. Baratz and R. Shuy (Eds.), *Teaching black chilren to read*. Washington, D.C.: Center for Applied Linguistics, 1969, 1-13.

Milligan, J. L. A study of the effects of a group language development program upon psycholinguistic abilities and later beginning reading success of kindergarten children. Report 1965, Washington State University, Pullman, Washington. Also in ERIC: ED 031 315.

Modiano, N. Bilingual education for children of linguistic minorities. *American Indigena*, 1968, *28*, 405-414.

Modiano, N. A comparative study of two approaches to the teaching of reading in the national language. Report no. CRP-s-237, 1966, New York University. Also in ERIC: ED 010 049.

Modiano, N. National or mother language in beginning reading: A comparative study. *Research in the Teaching of English*, 1968, *1*, 32-43.

Ott, E. Instructional improvement program in language and reading for selected subculture groups in the Southwest. Available from ERIC: ED 026 228.

Packer, A. B. Sylvia Ashton-Warner's methods tried in 4 U.S. cities. Florida University, Gainesville. Also in ERIC: ED 033 838.

Plumer, D. Language problems of disadvantaged children: A review of the literature and some recommendations. In F. Williams (Ed.), Language and Poverty, Chicago: Markham, 1970.

Politzer, R. L. Auditory discrimination and the "disadvantaged" deficit or difference. English Record, April 1971, 174-179.

Potter, T. C. Reading comprehension among minority groups: Child-generated instructional materials. Available from ERIC: ED 031 546.

Ramsey, K. I. A comparison of first grade Negro dialect speakers' comprehension of material presented in standard English and in Negro dialects. Doctoral dissertation, Indiana University, 1970. Ann Arbor: University Microfilms, no. 70-25,215. Also in ERIC: ED 049 261.

Reed, D. W. Linguistics and literacy. In J. E. Alatis (Ed.), Monograph series on languages and linguistics, no. 22, 1969, Georgetown University, Washington, D.C., 93-103.

Robinett, R. F. Reading and the oral approach at the secondary level. TESOL Quarterly, 1968, 2(4). Also in ERIC: ED 029 301.

Robins, C. & Labov, W. A note on the relation of reading failure to peer-group status in urban ghettos. Teachers College Record, 1969, 70, 345-405.

Rosen, C. L. Some needed research regarding the language and reading instructional problems of Spanish speaking children. Paper presented at the International Reading Association Conference, Kansas City, May 1969. Also in ERIC: ED 031 384.

Rosenbaum, P. S. Prerequisites for linguistic studies on the effects of dialect differences in learning to read. Project literacy reports no. 2, 1964, Ithaca, New York.

Ruddell, R. B. Language acquisition and the reading process. Paper presented at the International Reading Association conference, Kansas City, May 1969. Also in ERIC: ED 033 819.

Ruddell, R. B. Oral language and the development of other language skills. In W. T. Petty (Ed.), Research in oral language. Urbana: NCTE, 1969.

Rystrom, R. Dialect training and reading: A further look. Reading Research Quarterly, Summer 1970, 581-599.

Rystrom, R. The effects of standard dialect training on Negro first-graders learning to read. Final report no. BR-8-I-053, September 1968, Diablo Valley College, Concord, California. Also in ERIC: ED 029 717.

Schneider, M. Black dialect: The basis for an approach to reading instruction? *Educational Leadership*, 1971, *28*(5), 543-549.

Sepulveda, B. R. Teaching the educationally disadvantaged Hispano child at the K-3 level. Available from ERIC: ED 036 807.

Sheldon, W. D. et al. A summary of investigations relating to the English language arts in elementary and secondary education: 1969. *Elementary English*, April 1971, and *English Journal*, May 1970. Also in ERIC: ED 049 266.

Sherk, J. K., Jr. Psychological principles in a strategy for teaching the reading of a standard dialect. Paper presented at the National Reading conference, Atlanta, December 1969. Also in ERIC: ED 036 420.

Shuy, R. W. A linguistic background for developing beginning reading materials for black children. In J. Baratz and R. Shuy (Eds.), *Teaching black children to read*. Washington, D.C.: Center for Applied Linguistics, 1969, 117-137.

Shuy, R. W. Some considerations for developing beginning reading materials for ghetto children. *Journal of Reading Behavior*, 1969, *3*, 33-43.

Shuy, R. W. Some language and cultural differences in a theory of reading. In K. Goodman and J. Fleming (Eds.), *Psycholinguistics and reading*. Newark: International Reading Association, 1969.

Shuy, R. W. Starting a reading program for speakers of sub-group dialects. In L. Courtney (Ed.), *Highlights of the pre-convention institutes*. Newark: International Reading Association, 1966, 51-58.

Sizemore, M. Teaching reading to the bilingual child. Report 1963, Arizona State Department of Public Instruction, Phoenix.

Smiley, M. B. Development of reading and English language materials for grades 7-9 in depressed urban areas. Report no. CRP-H-022, October 1965, Hunter College, City University of New York. Also in ERIC: ED 003 081.

Smith, K. J. & Truby, H. M. Dialectal variance interferes with reading instruction. Paper presented at International Reading Association conference, Boxton, April 1968. Also in ERIC: ED 026 199.

Smitherman, G. H. Dialects and the teaching of reading. Paper presented at the NCTE convention, Las Vegas, 1971.

Stemmler, A. O. An experimental approach to the teaching of oral language and reading. *Harvard Educational Review*, 1966, *36*, 42-59.

Stewart, W. A. Current issues in the use of Negro dialect in beginning reading texts. *Florida FL Reporter*, Spring/Fall 1970, *8*(1 & 2), 3-7, & 46.

Stewart, W. A. On the use of Negro dialect in the teaching of reading. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969, 156-219.

Sub-cultural patterns which affect language and reading development. Urbana: NCTE, 1963. Also in ERIC: ED 020 920.

Torrey, J. W. Illiteracy in the ghetto. Harvard Educational Review, May 1970, 40(2).

Venezky, R. L. Nonstandard language and reading. Elementary English, 1970, 47, 334-345.

Wardhaugh, R. C. The implications of linguistics for reading. Florida FL Reporter, Fall 1969, 3-4, & 23.

Wardhaugh, R. C. Some linguistic insights into reading instruction. Florida FL Reporter, 1969, 7(1), 110-111, 155-156.

Wardhaugh, R. C. Theories of language acquisition in relation to beginning reading instruction. Paper presented at the American Educational Research Association meeting, New York, February 1971. Also in ERIC: ED 049 903.

Warner, D. Reading games and activities for disadvantaged youth. Report November 1967, Omaha Public Schools, Nebraska. Also in ERIC: ED 016 752.

Weber, R. M. Some reservations on the significance of dialect in the acquisition of reading. Reading Specialist, 1969, 7, 37-40.

Weintraub, S. Research: Oral language and reading. Reading Teacher, 1968, 21, 769-773.

Weiss, B. J. Language, linguistics and school programs. Proceedings of the spring institutes. Urbana: NCTE, 1963.

White, D. Multi-ethnic books for head start children. Part I: Black and integrated literature. Report 1969, National Laboratory on Early Childhood Education, Urbana. Also in ERIC: ED 031 312.

Williams, F. Psychological correlates of speech characteristics: On sounding 'disadvantaged.' Journal of Speech and Hearing Research, September 1970, 13, 472-488.

Wolfram, W. A. Sociolinguistic alternatives in teaching reading to nonstandard speakers. Reading Research Quarterly, Fall 1970, 6(1), 9-32.

Wolfram, W. A. & Fasold, R. W. Toward reading materials for speakers of black English: Three linguistically appropriate passages. In J. Baratz and R. Shuy (Eds.), Teaching black children to read. Washington, D.C.: Center for Applied Linguistics, 1969, 186-190.

SOCIOLINGUISTICS AND PSYCHOLINGUISTICS

Aarons, A. C. (Ed.) *Florida FL Reporter*, *8*(1 & 2).

Anshen, F. A sociolinguistic analysis of a sound change. *Language Sciences*, February, 1970, 21-21.

Austin, W. M. Some social aspects of paralanguage, *Canadian Journal of Linguistics*, 1965, *11*, 31-39.

Bailey, B. L. Social dialects and the teaching of English. In *English for the junior high years*. Urbana: NCTE, 1969, 79-92.

Baratz, J. C. & Baratz, S. S. The social pathology model: Historical bases for psychology's denial of the existence of Negro culture. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., 1969. Also in ERIC: 035 678.

Baratz, S. S. & Baratz, J. C. Early childhood intervention: The social science base of institutional racism. *Harvard Educational Review*, February, 1970.

Barritt, L. S. The auditory memory of children from different socio-economic backgrounds. Report no. BR-6-1784, September 1968, University of Michigan, Ann Arbor. Also in ERIC: ED 027 092.

Barritt, L. S. et al. A comparison of the psycholinguistic functioning of "educationally deprived" and "educationally advantaged" children. Report 1965, University of Michigan, Ann Arbor. Also in ERIC: ED 022 537.

Barritt, L. S. et al. The changes in psycholinguistic functioning of children after one year in an "integrated" school. Report no. BR-6-1784-1, September 1967, University of Michigan, Ann Arbor. Also in ERIC: ED 015 217.

Bernstein, B. Elaborated and restricted codes: Their social origins and some consequences. *American Anthropologist*, 1964, *66*(6), 55-59.

Bernstein, B. Social structure, language and learning. In A. H. Passow, M. Goldberg & A. J. Tannenbaum (Eds.), *Education of the disadvantaged*, New York: Holt, Rinehart and Winston, 1967.

Bernstein, B. A socio-linguistic approach to social learning. In J. Gould (Ed.), *Penguin survey of the social sciences*. Baltimore: Penguin Books, 1965.

Billiard, C. E. Dialect features affecting the social mobility and economic opportunities of the disadvantaged in Ft. Wayne, Indiana. *Dissertation Abstracts International*, 1970, *30*, 4962A.

Blom, J. P. & Gumperz, J. J. Some social determinants of verbal behavior. Working paper no. 1., 1968, Language Behavior Research Laboratory, University of California, Berkeley. Also in ERIC: ED 019 657.

Bouchard, E. L. Psycholinguistic attitude study. Included in Studies in Language and language behavior, Progress report no. 8, February 1969, Center for Research on Language and Language Behavior, University of Michigan. Ann Arbor. Also in ERIC: ED 028 436.

Bright, W. Introduction: The dimensions of sociolinguistics. In W. Bright (Ed.), Sociolinguistics. The Hague: Mouton, 1966, 11-15.

Bright, W. Language, social stratification and cognitive orientation. In S. Lieberson (Ed.), Exploratlons in sociolinguistics. International Journal of American Linguistics, October 1967, 313-318.

Bright, W. (Ed.) Sociolinguistics: Proceedings of the UCLA sociolinguistics conference, 1964. The Hague: Mouton, 1966.

Bright, W. & Ramanujan, A. K. Socio-linguistic variation and language change. In H. G. Lunt (Ed.), Proceedings of the Ninth International Congress of Linguists, Cambridge, Massachusetts, August 27-31, 1962. The Hague: Mouton, 1064, 1107-1113.

Broz, J. J., Jr. Trends and implications of current research in dialectology. Available from ERIC: ED 010 690.

Bryden, J. D. An acoustic and social dialect analysis of perceptual variables in listener identification and rating of Negro speakers. Final report, July 1968, Department of Speech and Pathology and Audiology, University of Virginia, Charlottesville. Also in ERIC: ED 022 186.

Capell, A. Studies in sociolinguistics. Hague: Mouton, 1966.

Carroll, J. B. The study of language, a survey of linguistics and related disciplines in America. Cambridge: Harvard University Press, 1953. Also in ERIC: ED 015 703.

Cazden, C. B. The neglected situation: A source of social class differences in language use. Journal of Social Issues, in press.

Cohen, P. Some methods in sociolinguistic research. Paper presented at the Research Planning Conference on Language Development in Disadvantaged Children, Yeshiva University, New York, June 1966.

Cohen, R. et al. Implications for 'culture conflict' from a semantic feature analysis of the lexicon of the hard core poor. Report no. P-25, 1968, Learning Research and development center, University of Pittsburgh, Pennsylvania. Also in ERIC: ED 027 513.

Creswell, T. J. The twenty billion dollar misunderstanding. In R. W. Shuy (Ed.) Social dialects and language learning. Urbana: NCTE, 1965, 68-73.

Cromack, R. E. The functional nature of social dialects: Social change and the teaching of black English. The English Record, April 1971, 74-82.

Davis, O. J., Gladney, M. R., Hoffman, M. J., Leaverton, L. & Patterson, Z. R. Psycholinguistics oral language program: A bi-dialectal approach. Part I. Experimental edition, 1968, Chicago Board of Education, Chicago.

Davis, O. H., Gladney, M. R., & Leaverton, L. The psycholinguistic reading series. Chicago: Board of Education, 1968.

DeCamp, D. Implicational scales and sociolinguistic linearity. Revised version of paper presented at 44th annual meeting of the Linguistic Society of America, San Francisco, 1969. Also in ERIC: ED 036 787.

DeCamp, D. Is a sociolinguistic theory possible? In J. E. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University Press, 1970.

DeStefano, J. S. W. A sociolinguistic investigation of the productive acquisition of a school language instruction register by black children. Dissertation Abstracts International, 1971, 31, 6031A.

Deutsch, C. Auditory discrimination and learning: Social factors. Available from ERIC: ED 011 116.

Dugas, D. Research relevant to the development of bilingual curricula. Paper presented at the annual conference of Foreign Language Teachers, El Paso, 1967. Also in ERIC: ED 018 298.

Eisenberg, L. et al. Class and race effects on the intelligibility of monosyllables. Child Development, 1968, 39, 1077-1089.

Entwisle, D. R. Developmental sociolinguistics: A comparative study in four subcultural settings. Sociometry, 1966, 29(1), 67-84.

Entwisle, D. R. Developmental sociolinguistics - inner city children. Report project no. 6-1610, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 611.

Entwisle, D. R. Semantic systems of minority groups. Report no. BR-6-1610, June 1969, Johns Hopkins University, Baltimore. Also in ERIC: ED 030 106.

Entwisle, D. R. Subcultural differences in children's language development. Report project no. 6-1610, May 1967, Johns Hopkins University, Baltimore. Also in ERIC: ED 011 612.

Ervin-Tripp, S. An analysis of the interaction of language, topic and speaker. American Anthropologist, December 1964, 86-102.

Ervin-Tripp, S. Comparative language development and socialization. In W. A. Stewart, Research in progress: Social dialects of English. Report no. 3, 1967, Center for Applied Linguistics, Washington, D.C. Also in ERIC: ED 012 906.

Ervin-Tripp, S. M. Sociolinguistics. Report no. 3, November 1967, University of California, Language Behavior Research Laboratory, Berkeley. Also in ERIC: ED 019 656.

Ervin-Tripp, S. M. Summer workshops in sociolinguistics: Research on children's acquisition of communicative competence. Items, 1969, 23(2). Also in ERIC: ED 029 294.

Estarellas, J. A psycholinguistic model for second language learning: New prospects for programmed instruction. Paper presented at the 10th International Congress of Linguists, Bucharest, Romania, September 1967. Also in ERIC: ED 038 892.

Evans, F. B. The psychocultural origins of achievement and achievement motivation: The Mexican-American family. Southwest Educational Development Laboratory, Austin, Texas.

Fagan, E. R. (Ed.) *English and the disadvantaged*. Scranton, Pennsylvania: International Textbook Company, 1967.

Farr, H. L. K. Culture change in the English classroom: An anthropological appraoch to the education of culturally disadvantaged students. Doctoral Dissertations, University of Illinois, 1966. Ann Arbor: University Microfilms, no. 67-6606. Also in ERIC: ED 029 882.

Fasold, R. W. A sociolinguistic study of the pronunciation of three vowels in Detroit speech. Washington, D.C.: Center for Applied Linguistics, 1968.

Fasold, R. W. Three models for dealing with socially significant linguistic variations. Washington, D.C.: Center for Applied Linguistics, July 1969.

Ferguson, C. A. Teaching standard language to dialect speakers. In R. W. Shuy (Ed.), *Social dialects and language learning*. Urbana: NCTE, 1965.

Figueroa, J. J. Creole studies. Available from ERIC: ED 019 664.

Findley, C. A. Social acceptability and employability: An experimental study of the effect of structural maturity and four grammatical features on judgments of employability. Unpublished doctoral dissertation, University of Minnesota, 1971.

Fischer, J. L. Social influences on the choice of a linguistic variant. *Word*, 1958, *14*, 47-56.

Fishman, J. A. Language problems and types of political and socio-cultural integration: A conceptual post-script. Adapted version of paper presented at the ninth International Conference on Second Language Problems, Tunis, Tunisia, April 1968. Also in ERIC: ED 025 739.

Fishman, J. A. (Ed.) *Readings in the sociology of language*. The Hague: Mouton, 1968.

Garvey, C. & Dickstein, E. Levels of analysis and social class differences in language. Report no. 83, October 1970, Johns Hopkins University, Baltimore.

Gordon, S. B. The relationship between the English language abilities and home language experience of first-grade children, from three ethnic groups, of varying socioeconomic status and varying degrees of bilingualism. Doctoral dissertaiton, University of New Mexico, 1969. Ann Arbor: University Microfilms, no. 70-16,385. Also in ERIC: ED 050 092.

Grimshaw, A. D. Language as obstacle and as data in sociological research. New York: Social Science Research Council, 1969. Also in ERIC: ED 029 293

Gumperz, J. J. On the ethnology of linguistic change. In W. Bright (Ed.) *Sociolinguistics*. Hague: Mouton, 1966, 27-49.

Gumperz, J. J. The social group as a primary unit of analysis in dialect study. In R. Shuy, *Social dialects and language learning*. Urbana: NCTE, 1965.

Hallman, C. L. Linguistics and the disadvantaged. In E. R. Fagan (Ed.), *English and the disadvantaged*. Scranton, Pennsylvania: International Textbook, 1967.

Haugen, E. Linguistics and language planning. In W. Bright (Ed.), *Sociolinguistics*. The Hague: Mouton, 1966.

Hawkins, P. R. Social class, the nominal group and reference. *Language and Speech*, 1969, *12*, 125-135.

Hawkins, P. R. Some linguistic consequences of a working class environment. *Te Reo: Proceedings of the Linguistic Society of New Zealand*, 1967-1968, *10-11*, 40-51. Also in ERIC: ED 033 372.

Hertzler, J. O. Social uniformation and language. In S. Lieberson (Ed.), *Explorations in sociolinguistics: International journal of American linguistics*, October 1967, 298-312.

Horner, V. M. The verbal world of the lower class three year old: A pilot study in linguistic ecology. *Dissertation Abstracts International*, 1970, *30*, 3443A.

Houston, S. H. Child black English in Northern Florida: A sociolinguistic examination. Report no. BR-6-2869, September 1969. Southeastern Education Laboratory, Atlanta, Georgia. Also in ERIC: ED 035 879.

Houston, S. H. A sociolinguistic consideration of the black English of children in Northern Florida. *Language*, 1969, *45*(3). Also in ERIC: ED 026 627.

Hughes, A. E. An investigation of certain socio-linguistic phenomena in the vocabulary, pronunciation and grammar of disadvantaged pre-school children, their parents and their teachers in the Detroit Public Schools. Doctoral dissertation, Michigan State University, 1967.

Hughes, A. E. Linguistics for the elementary teacher. Paper presented at the NCTE convention, Honolulu, 1967. Also in ERIC: ED 036 501.

Hurst, C. G. Psychological correlates in dialectolalia. Cooperative Research Project no. 2610. Washington, D.C.: U.S. Office of Education, 1965.

Hurst, C. G., Jr. & Jones, W. L. Psychological concomitants of sub-standard speech. *Journal of Negro Education*, Fall 1966, 409-421.

Hymes, D. The ethnography of speaking. In T. Gladwin & W. Sturtevant (Eds.), Anthropology and human behavior. Washington, D.C.: Anthropological Society of Washington, 1962, 15-53.

John, V. P. & Goldstein, L. S. The social context of language acquisition. *Merrill-Palmer Quarterly*, 1964, *10*, 265-275.

Joos, M. *The five clocks: A linguistic excursion into the five styles of English usage*. New York: Harcourt, Brace and World, 1967.

Keller, S. The social world of the urban slum child: Some early findings. *American Journal of Orthopsychiatry*, 1963, *33*, 823-831.

Kochman, T. Culture and communication: Implications for black English in the classroom. *Florida FL Reporter*, 1969, *7*(1), 89-92, & 172-173.

Kochman, T. Social factors in the consideration of teaching standard English. *Florida FL Reporter*, 1969, *7*(1), 87-88, & 157.

Kopp, J. L. I sees 'em as I calls 'em, hue discrimination and hue naming across cultures. Report no. BR-6-1784, September 1967, University of Michigan, Ann Arbor. Also in ERIC: ED 017 900.

Kurath, H. Interrelation between regional and social dialects. In H. G. Lunt (Ed.), Proceedings of the ninth international congress of linguists. The Hague: Mouton, 1964.

Labov, W. The effect of social mobility on linguistic behavior. *Sociological Inquiry*, 1966, 36(2), 186-203.

Labov, W. Hypercorrection by the lower middle class as a factor in linguistic evaluation. In W. Bright (Ed.), *Sociolinguistics*. The Hague: Mouton, 1966, 84-113.

Labov, W. Phonological correlates of social stratification. *American Anthropologist*, December 1964, 164-176.

Labov, W. The reflection of social processes in linguistic structure. In J. A. Fishman (Ed.), *Readings in the sociology of language*. The Hague: Mouton, 1968, 240-251.

Labov, W. *The social stratification of English in New York City*. Washington, D.C.: Center for Applied Linguistics, 1966. Also in ERIC: ED 012 927.

Lambert, W. E. Psychological aspects of motivation in language learning. *Florida FL Reporter*, 1969, *7*(1), 95-97, & 169.

Lee, R. R. The social evaluation of speech: Implications from the laboratory to the classroom. Unpublished paper, 1971, Florida State University.

Legum, S. E., Williams, C. E. & Lee, M. T. Social dialects and their implications for beginning reading instruction. Inglewood, California: Southwest Regional Laboratory for Educational Research and Development, 1969.

Lenneberg, E. H. Biological foundations of language. New York: John Wiley and Sons, Inc., 1967. Also in ERIC: ED 015 480.

Lenneberg, E. H. On explaining language. Science, 1969, 164(3880), 635-643. Also in ERIC: ED 030 112.

Lerman, P. Argot, symbolic deviance and subcultural delinquency. American Sociological Review, 1967, 32, 209-224.

Levine, L. & Crockett, H. J., Jr. Friends influence on speech. Sociological Inquiry, 1967, 37, 109-128.

Levine, L. & Crockett, H. J., Jr. Speech variation in a Piedmont community: Postvalic r. In S. Lieberson (Ed.), Explorations in sociolinguistics. IJAL, October 1967, 76-98.

Liberman, A. M., Cooper, F. S., Shandweiler, D. P. & Studdert-Kennedy, M. Perception of the speech code. Psychological Review, November 1967, 74(6), 431-461.

Lieberson, S. (Ed.) Explorations in sociolinguistics. The Hague: Mouton, 1966.

Macnamara, J. (Ed.) Problems of bilingualism. Journal of Social Issues, 1967, 23(2). Also in ERIC: ED 024 034.

McDavid, R. I., Jr. American social dialects. College English, 1965, 26, 254-260.

McDavid, R. I., Jr. A checklist of significant features for discriminating social dialects. In E. L. Evertts (Ed.), Dimensions of dialect. Urbana: NCTE, 1967, 7-10. Also in H. B. Allen & G. Underwood (Eds.), Readings in American social dialectology. New York: Appleton, Century, Crofts, 1971, 468-473.

McDavid, R. I., Jr. Dialect differences and social differences in an urban society, In R. F. Hogan (Ed.), The English language in the school program. Urbana: NCTE, 1966, 185-196.

McDavid, R. I., Jr. Dialect geography and social science problems. Social Forces, 1946, 25, 168-172. Also in H. B. Allen & G. Underwood (Eds.), Readings in American social dialectology. New York: Appleton, Century, Crofts, 1971, 357-365.

McDavid, R. I., Jr. Historical, regional and social variation, Journal of English Linguistics, March 1967, 1, 25-40. Also in A. L. David (Ed.) American dialects for English teachers. Urbana: ISCPET, May 1969, 3-12.

McDavid, R. I., Jr. Sense and nonsense about American dialects. In H. B. Allen & G. Underwood (Eds.), Readings in American social dialectology. New York: Appleton, Century, Crofts, 1971, 36-53.

McDavid, R. I., Jr. & McDavid, V. G. The relationship of the speech of American Negroes to the speech of whites. American Speech, 1951, 26, 3-17.

McNeill, D. Developmental psycholinguistics. In F. Smith and G. A. Miller (Eds.), The Genesis of language. Cambridge, Massachusetts: MIT Press, 1966, 15-84.

Milligan, J. L. A study of the effects of a group language development program upon the psycholinguistic abilities and later beginning reading success of kindergarten children. Report 1965, Washington State University, Pullman, Washington. Also in ERIC: ED 031 315.

Modiano, N. The Whorfian hypothesis among the poor. Paper presented at the American Orthopsychiatric Association convention, New York, April 1969.

Olim, E. G. Relationships of mothers' language styles to the cognitive styles of urban preschool children. Report no. BR-5-8007, 1965. Available from ERIC: ED 019 633.

Passow, A., Goldberg, M. & Tannenbaum, A. Education of the disadvantaged. New York: Holt, Rinehart and Winston, 1967.

Pederson, L. A. Social dialects and the disadvantaged. In R. Corbin and M. Crosby (Eds.), Language programs for the disadvantaged. Urbana: NCTE, 1965.

Pederson, L. A. Some structural differences in the speech of Chicago Negroes. In R. Shuy (Ed.), Social dialects and language learning. Champaign: NCTE, 1965, 28-51.

Pickford, G. R. American linguistic geography: A sociological appraisal. Word, 1956, 12, 211-233.

Pietrzyk, A. et al. Selected titles in sociolinguistics, an interim bibliography of works on multilingualism, language standardization, and languages of wider communication. Washington, D.C.: Center for Applied Linguistics, May 1967. Also in ERIC: ED 011 120.

Politzer, R. L. Toward psycholinguistic models of language instruction, TESOL Quarterly, September 1968, 2(3), 151-157.

Pride, J. B. Notes on current developments in the study of language in culture and society. Committee on research and development in modern languages. Also in ERIC: ED 020 502.

Psycholinguistics oral language program: A bi-dialectal approach. Board of Education, City of Chicago, 1968.

Pulliam, R. Automatic speech recognition in the teaching of second languages: An annotated bibliography. Monograph no. 2, January 1970, Pulliam and Associates, Research consultants, Fairfax, Virginia. Also in ERIC: ED 039 515.

Raspberry, W. Should ghettoese be accepted? Today's Education, April 1970, 30-31, & 61-62.

Roberts, E. An evaluation of standardized tests as tools for the measurement of language development. Cambridge: Northwestern University.

Ruddell, R. B. Socio-ethnic status and the language achievement of first-grade children. Elementary English, May 1968, 45(5), 635-642. Also in ERIC: ED 031 475.

Shuy, R. W. Detroit dialect study. In W. Stewart, Research in progress: Social dialect of English, report no. 3, 1967, Center for Applied Linguistics, Washington, D. C.

Shuy, R. W. Language attitudes and social stratification in urban speech. Unpublished paper. Washington, D.C.: Center for Applied Linguistics.

Shuy, R. W. The relevance of sociolinguistics for language teaching. TESOL Quarterly, 1969, 3(1), 13-22.

Shuy, R. W. A selective bibliography on social dialects. Washington, D.C.: Center for Applied Linguistics, June 1968. Also in ERIC: ED 018 800.

Shuy, R. W. A study of social dialects in Detroit. Available from ERIC: ED 022 187.

Shuy, R. W., Baratz, J. C. & Wolfram, W. Sociolinguistic factors in speech identification. Final report, research project no. MH 15048-01, 1969, National Institute of Mental Health.

Shuy, R. W., Wolfram, W. A. & Riley, W. K. Field techniques in an urban study. Washington, D.C.: Center for Applied Linguistics, 1968. Also in ERIC: ED 022 156.

Slobin, D. I. Universals of grammatical development in children. Paper presented at International Participation on Psychology of Human Learning conference, Prague, Czechoslavakia, July 1969. Also in ERIC: ED 032 543.

Spolsky, B. Some psycholinguistic and sociolinguistic aspects of bilingual education. Revised version of this paper presented at Teaching the Bilingual Child conference, University of New Mexico, November 1968. Also in ERIC: ED 028 412.

Stewart, W. A. Linguist urges teachers to learn dialects. Florida FL Reporter, Winter, 1965-1966, 25.

Stewart, W. A. Sociolinguistic factors in the history of American Negro dialects. Florida FL Reporter, 1967, 5(2), 1-4.

Stewart, W. A. Sociopolitical issues in the linguistic treatment of Negro dialect. In J. Alatis (Ed.), Report of the twentieth annual round table meeting on linguistics and language studies. Washington, D.C.: Georgetown University, 1970.

Stewart, W. A. Urban Negro speech: Sociolinguistic factors affecting English teaching. In R. Shuy (Ed.), Social dialects and language learning. Urbana: NCTE, 1964, 10-18.

Stolz, W. S. & Bills, G. An investigation of the standard-nonstandard dimension of central Texan English. Part of the final report. Report no. OEO-4115, August 1968, Child Development Evaluation and Research Center, University of Texas, Austin. Also in ERIC: ED 026 130.

Stolz, W. S. et al. The role of dialect in the school--socialization of lower class children. Final report on head start evaluation and research--1966-67 to the Institute for Educational Development. Section 5. Report no. IED-66-1, August 31, 1967, Child Development Evaluation and Research Center, University of Texas, Austin. Also in ERIC: ED 019 121.

Tax, S. Group identity and educating the disadvantaged. In R. Corbin and M. Crosby (Eds.), *Language programs for the disadvantaged*. Urbana: NCTE, 1965.

Taylor, L. L. et al. Psychological variables and ability to pronounce a second language. Report no. BR-6-1784, February 1969, Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor. Also in ERIC: ED 028 439.

Torrey, J. W. Illiteracy in the ghetto. *Harvard Educational Review*, May 1970, *40*(2).

Troike, R. C. Social dialects and language learning: Implications for TESOL. *TESOL Quarterly*, 1968, *2*(3). Also in ERIC: ED 024 036.

Vanderslice, R. & Pierson, L. S. Prosodic features of Hawaiian English. *Quarterly Journal of Speech*, 1967, *53*(2), 156-166. Also in ERIC: ED 024 019.

Weener, P. D. The influence of dialect differences on the immediate recall of verbal messages. Report no. BR-6-1784, September 1, 1967, University of Michigan, Center for Research in Language and Language Behavior, Ann Arbor. Also in ERIC: ED 017 901.

Weener, P. D. Social dialect differences and the recall of verbal messages. *Journal of Educational Psychology*, 1969, *60*, 194-199.

Weiss, B. J. *Language, linguistics and school programs*. Proceedings of the spring institutes. Urbana: NCTE, 1963.

Williams, F. (Ed.) *Language and poverty*. Chicago: Markham, 1970.

Williams, F. Language, attitude, and social change. In F. Williams (Ed.), *Language and poverty*. Chicago: Markham, 1970, 388.

Williams, F. Language in the classroom: Studies of the pygmalion effect. *English Record*, April 1971, 108-113.

Williams, F. Psychological correlates of speech characteristics: On Sounding 'disadvantaged.' *Journal of Speech and Hearing Research*, September 1970, *13*, 472-488.

Wolfram, W. A. An appraisal of ERIC documents on the manner and extent of nonstandard dialect divergence. Available from ERIC: ED 034 991.

Wolfram, W. A. Linguistic correlates of social differences in the Negro community. Paper presented at Washington Linguistics Club meeting, Washington, D.C., March 1969. Also in ERIC: ED 030 103.

Wolfram, W. A. Linguistic correlates of social stratification in the speech of Detroit Negroes. Dissertation Abstracts International, 1970, 30, 4973A.

Wolfram, W. A. The nature of nonstandard dialect divergence. Elementary English, 1970, 47, 739-748.

Wolfram, W. A. Social dialects from a linguistic perspective: Assumptions, current research, and future directions. Paper presented at the Center for Applied Linguistics conference on approaches to social dialects, Washington, D.C., November 1969. Also in ERIC: ED 032 535.

Wolfram, W. A. Social stigmatizing and the linguistic variable in a Negro speech community. Paper presented at meeting of the Speech Association of America, Chicago, December 1968. Also in ERIC: ED 029 279.

Wolfram, W. A. Sociolinguistic alternatives in teaching reading to nonstandard speakers. Reading Research Quarterly, Fall 1970, 6(1), 9-32.

Wolfram, W. A. A sociolinguistic description of Detroit Negro speech. Urban language series no. 5. Washington, D.C.: Center for Applied Linguistics, 1969.

Wolfram, W. A. Sociolinguistic factors in speech identification. Final report, 1969, NIMH project MH 15048-01.

Wolfram, W. A. Sociolinguistic implications for educational sequencing. In R. Fasold and R. Shuy (Eds.), Teaching standard English in the inner city. Urban language series no. 6. Washington, D.C.: Center for Applied Linguistics, 1970. Also in ERIC: ED 029 281,

Wolfram, W. A. Sociolinguistic perspectives on the speech of the 'disadvantaged.' Paper presented at Speech Association of the Eastern States convention, New York, 1969. Also in ERIC: ED 029 280.

Wolfram, W. A. Sociolinguistic premises and the nature of nonstandard dialects. Washington, D.C.: Center for Applied Linguistics, 1969. Also in ERIC: ED 033 370.

Wolfram, W. A. & Fasold, R. W. A black English translation of John 3: 1-21; with grammatical annotations. Washington, D.C.: Center for Applied Linguistics, 1968. Also in ERIC: ED 025 741.

Wood, B. S. Implications of psycholinguistics for elementary speech programs. Speech Teacher, September 1968, 17(3).

APPENDIX A

Glossary

APPENDIX A
GLOSSARY

DIALECT: A dialect is a variety of language which consists of characteristic lexical, phonological, and grammatical patterns common to a group of speakers. (See functional variety of usage, prestige dialect, regional dialect, social dialect).

FUNCTIONAL VARIETY OF USAGE: Linguistic observation indicates that speakers of English, both standard and nonstandard, move from one variety of language to another according to the context of the speech situation and the speaker's purpose. Five such varieties have been identified for standard English. These are (ranged from most formal to least formal): Literary, formal, informal, casual, and intimate. (For an informative discussion of this concept see The Five Clocks by Joos).

GRAMMAR: Grammar refers to: (1) The scientific analysis or (2) systematic description of the structures used in a language, or (3) the body of rules accounting for such structures. Grammar must be differentiated from mechanics and usage.

IDIOLECT: The individual's unique way of speaking--the variety of language resulting from the complex interaction of such variables as the speaker's age, sex, education, occupation, avocation, social class, and regional and ethnic background--is called his idiolect.

LANGUAGE: A language is normally composed of a set of dialects incorporating the major features of the language but differing in some aspects of phonology, grammar, and lexicon.

"Language is a dynamic system of learned, conventional, oral symbols held in common by members of some community, used by individual members of the society for the conduct of relatively precise patterns of human interaction." (University of Minnesota Project English Center).

LEXICON: The lexicon of a language is its word stock, i.e., the words comprising the vocabulary of the language. The dictionary is a compilation of the basic word stock.

LINGUISTICS: Linguistics refers to the scientific study of language or to the descriptive information derived from this study.

MORPHOLOGY: Morphology refers to that subdivision of grammar which deals with the structure of words, i.e., the rules for the addition of prefixes and suffixes to word roots.

NONSTANDARD ENGLISH: Nonstandard English refers to dialects which differ from the regional standard in pronunciation, and/or grammar. Nonstandard dialects are, most frequently, regionally variant types of speech spoken by in-migrant groups. Such dialects may contain features characteristic of less prestigious social and economic levels in a community, and are often maintained as dialects by ghetto circumstances.

PHONOLOGY: Phonology refers to the study of the sounds of a language or a dialect.

PRESTIGE DIALECT: Prestige dialects are the dialects preferred and used by educated and influential persons in a given region. For social and economic reasons, prestige dialects are normally the standard dialects in a particular region.

REGIONAL DIALECT: A regional dialect refers to the variety of language spoken in one part of a geographic area.

SOCIAL DIALECT: Social dialects, sometimes called class dialects, are those dialects spoken by members of different socio-economic groups within a given geographic area (or regional dialect area).

SYNTAX: Syntax refers to that subdivision of grammar which deals with the structure of word groups, i.e., rules for sentence structure.

STANDARD ENGLISH: The phonological, lexical, and grammatical patterns which are accepted and used by the majority of the educated English speaking people in the United States form a series of regionally standard American English dialects.

According to C. C. Fries, standard English is "The particular type of English which is used in the conduct of the important affairs of our people. It is also the type of Enlgish used by the socially acceptable of most of our communities and, insofar as that is true, it has become a social or class dialect in the U.S.

USAGE: Usage refers to the effects of nonlinguistic factors on the language used, i.e., words, sounds, and grammatical forms employed.

Robert Pooley defines usage as "the application of external social values to language in specific situations...subject to the varieties and changes to be expected in human value situations."

An individual's usage is extremely complex because it is affected by numerous factors including: The speaker's age, sex, economic status, cultural background, education, and purpose; the size and characteristics of his audience; and the occasion for speaking. (See idiolect).

APPENDIX B

TREATMENT OF FEATURES OF NONSTANDARD USAGE IN LANGUAGE ARTS TEXTBOOKS

Charles A. Findley
CEMREL, Inc.
August 1971

Acknowledgements

The author wishes to express his appreciation to the members of the Upper Midwest Regional Educational Laboratory English Inservice Staff---John C. Maxwell, Karen M. Hess, and Barbara Long---and to the Minneapolis teachers---Cynthia Dodge, Hay Elementary School; Jim Matison, Sheridan Junior High; and Ginger Petrafeso, St. Louis Park Senior High---for their assistance in the review and analysis of the textbooks employed in this study.

This study was conducted under contract with the U. S. Office of Education, Department of Health, Education and Welfare---Office of Education Contract No. 3-7-062879-3069.

Charles Findley

Treatment of Features of Nonstandard Usage in Language Arts Textbooks

INTRODUCTION

To provide instruction in a regionally standard dialect to speakers of nonstandard dialects, suitable instructional materials for students are a necessity. As minimum requirements, the materials should be feature-specific and should be at a difficulty level appropriate to the students' educational backgrounds. To determine the availability of such material, ninety-seven commercially available textbooks were analyzed.

METHODOLOGY

Members of the English Inservice Staff and one teacher each from an elementary, junior high, and senior high school in the Metropolitan Twin Cities area categorized exercise materials in textbooks according to (1) the type of exercise: blank-fill or multiple choice, pattern practice and substitution drill, rewriting sentences, creating sentences, games, literature study, and discrimination between standard and nonstandard forms; (2) the appropriate grade range; and (3) the particular type of nonstandard feature dealt with. This information was recorded in the following format on a 5 X 8 index card.

____

(N. S. USAGE)

Material: ____

(Publisher) (Name, grade or other identifier)

Grade Range Appropriate: (circle) 1-3 4-6 7-9 10-12 Higher

Page(s): ____________

Exercise No. ____________

Number of Exercise Items: ____________

Appropriate for:

______ Individual or any size group

____________________ only

Comment by Annotator: ______________________________

____

____

Type:

____ Blank fill or multiple choice

____ Pattern Practice or Subs. Drill

____ Rewriting Sentences

____ Creating Sentences

____ Game

____ Literature Study

____ Form-Discrimination Exercise

____ Other: ____________ (Specify)

Teacher Comment: ____

____

On the top line of the card the specific nonstandard feature covered by the exercise was recorded. On the second line a brief description of the material or activity was recorded. If the material was an exercise in a book, the title, author and/or publisher was indicated. The appropriate grade level, page number, and whether it was for individual or group work was also indicated. The type of exercise was checked in the column on the right. The answers to any fill-in-the-blank or multiple choice items were written on the back of the card.

RESULTS

Table 1 presents the number of textbooks from the total that deal with the twenty-nine most critical features from the UMREL Usage Survey.* Category I in the table lists in rank order the fifteen nonstandard features that received the strongest negative reaction, Category II in the table lists in rank order the fourteen nonstandard features that received a mild negative reaction. It is important to note in Table 1 that a majority of the textbooks provided exercises dealing with only two of the features that received the strongest negative reaction: v←-→v and Pn←-→Pn.

---

* Rank ordering for the criticality of features is adapted from a survey of acceptability of features in five dialect regions. The combined ratings are presented in Barbara Long's UMREL Usage Survey, February, 1971: Upper Midwest Regional Educational Laboratory, Minneapolis, Minnesota.

Since it was impossible to analyze exercises with the exact precision employed in the Long study (1971), certain categories such as v ←-→ v and aux ←-→ aux represent a combined average of all features of this type employed in the Long study (1971).

TABLE 1

TEXTBOOK ANALYSIS OF TYPES OF USAGE FEATURES

Category I (Strongest negative reaction)	No. of Textbooks Covering Feature
1. + aux (She been hit the ball over the fence.)	4
2. aux <--> aux (He done been in the hospital for two weeks.)	21
3. + ed (She putted the candle too close to the tree.)	11
4. + gots (He gots a '68 Charger.)	0
5. Ø ing (He was try to stop the fire.)	6
6. v <--> v (I seen a good movie./Bill come down the hill.)	80
7. + comp (Jim is the most smartest boy.)	41
8. be <--> v (He be hoping to get a scholarship to go to college.)	0
9. Pn <--> Pn (Him and her went to the store.)	68
10. + N (I don't have no shoes.)	35
11. + s pl (There were ten childrens in our family.)	8
12. t/θ (I tink the voting age is eighteen.)	2
13. + s verb (They all rides to school on the bus.)	7
14. it/there (It wasn't anybody on the street last night.)	5

Table 1 - continued

Category II (Mildly negative reaction)	No. of Textbooks Covering Feature
15. Ø s verb (He ride to school with me every morning.)	3
16. + here (This here microphone seems to be stuck.)	2
17. d/ð (My parents are watching dis program.)	3
18. irreg. verb: don't (It don't matter what I do.)	8
19. + Pn (My brother he lets me use his car.)	6
20. Ø be (She ______ a good teacher.)	1
21. Ø prep (My mother flew _____ Washington to accept a medal.)	2
22. ain't (There ain't anything Jim doesn't know.)	6
23. Ø final d (Ø final con.) (We're getting new re' and blue jerseys.)	2
24. Ø poss (I went to a girl_ school before coming here.)	36
25. Ø art (We all go to ___ circus every year.)	2
26. Ø -ed (Last night I work__ four hours.	7
27. a ↔ an (He brought a apple for the teacher.)	13
28. Øs pl (He made fifty cent_ an hour.)	20
29. + prep (at) (I asked the librarian where it was at.)	1

Table 2 presents the types of exercises that were found in the textbooks. It is important to note that over two-thirds of the exercise materials were blank-fill exercises or blank-fill with a slight modification. It should also be noted that approximately three-fourths of the exercise material was classified as either blank-fill or pattern practice.

TABLE 2

Type of Exercise

	N	%
Blank Fill	16,506	68.25
Pattern Practice	3,790 + 33 exercises with adaptive patterns	16.00
Rewrite	1,439	6.00
Creating Sentences	116	.50
Games	65	.25
Literature Study Form Discriminatory	None	None
Other such as Role Playing, Dramatization, Interpretation, Puzzles, and Drawing	2,060	9.00
TOTAL	24,342	

DISCUSSION

BEST COPY AVAILABLE

Accepting the position that for a majority of students, dialect differences are surface structure differences, the pedagogical approach would be to provide instruction dealing with particular nonstandard features. This approach necessitates exercise material for features that are socially and economically stigmatizing. Although standard textbook materials cover a few of the critical features, there are a large number of critical features that are not covered as was summarized in Table 1. If existing textbook series are to have greater utility for students with minor dialect differences, a greater number of critical features will need to be covered in the texts.

With adaptation and addition, current textbooks could be made more useful for the teacher who has students with numerous nonstandard dialect features. However, special programs with special texts will probably be required for this group. This special material would involve more than the adaption of existing texts and would have to be designed for the dialect involved.

Current textbook series concentrate on materials for teaching a written standard English, with only minor discussion of the spoken language and dialect differences. The written exercises found in textbooks as summarized in Table 2 may be workable for teaching a written standard English but are questionable in terms of their utility for teaching a spoken standard English.

Linguists such as Feigenbaum (1969), San-su C. Lin (1965), William Slager (1967), William Stewart (1964), and others suggest that use of an oral/aural approach is a worthy, if not a more effective, alternative for teaching a standard spoken dialect.

SUMMARY

Current textbooks can be adapted for nonstandard speakers with minor dialect differences by (1) employing exercises dealing with more of the critical nonstandard oral usage features and (2) employing a wider variety of exercise format which would be adapted specifically to oral usage. However, special programs with special texts need to be designed for students with wide dialect differences.

Irwin Feigenbaum. Using foreign language methodology to teach standard English: Evaluation and adaptation. Florida FL Reporter, Spring/ Summer, 1969.

Lin San-su C. A developmental English program for the culturally disadvantaged, College Composition and Communication, December, 1965, 16 (5), p. 273-276.

William R. Slager. Effecting dialect change through oral drill. English Journal, November, 1967, 56(8).

William A. Stewart (Ed.). Non-standard speech and the teaching of English. Washington, D.C.: Center for Applied Linguistics, 1964.

Textbooks Analyzed

Addison-Wesley	English 7	1968
	English 8	1968
	English 9	1968
American Book Co.	Our Language Today, 7	1966
	Modern Grammar & Composition 9	1967
	Modern Grammar & Composition, 10	1967
	Modern Grammar & Composition, 11	1967
	Resource for Modern Grammar & Composition, 12	1967
Chicago Public Schools	Psycholinguistics Oral Language Program, 1-3, 4-6	1968
Scott-Foresman & Co.	Language & How to Use It, 4-6	1969
	Guide to Modern English, 7	
	Guide to Modern English, 8	
	Guide to Modern English, 9	
	Guide to Modern English, 10	1965
Ginn	Ginn Elementary English, I-2	1965
	Ginn Elementary English, 3	1967
	Ginn Elementary English, 4	1967
	Spectrum: Literature, Language & Composition, 9	1969
	Voices in Literature, Language & Composition, 10	1969

Harcourt, Brace & World	English: Target 1- The Space Visitors, 7	
	English Grammar & Composition, 7	1969
	English: Target 2- The time Capsule, 8	
	English Grammar & Composition, 8	1969
	Language for Daily Use, 8	1969
	English Grammar & Composition, 9	1969
	Language for Daily Use, 3	1968
	Language for Daily Use, 4	1968
	English 2600, 10	1960
	English Grammar & Composition, 10	1968
	The English Language, 10	
	The English Language, 11	
	English Grammar & Composition, 11	1965
	Competence in English A Programmed Handbook, 10-12	1967
Harper & Row	New Directions in English, 4	1969
	New Directions in English, 5	1969
Hayden Book Co.	Language in Society, 10-12	1969
D.C. Heath	English Is Our Language, 6	1968
	Modern English in Action	1968

Holt, Rinehart & Winston	Language/Rhetoric, I,7	1968
	Language?Rhetoric, II,8	1968
	Good English Through Practice, 7-9	1956
	Language/Rhetoric, III, 7-9	1969
Houghton Mifflin Co.	English for Meaning 3	1968
	English for Meaning, 3 (Workbook)	
	English for Meaning 4	
	English for Meaning, 4 (Workbook)	1968
Laidlaw	English 3	1967
	Practice for English, 3	1967
	English 4	1967
	Practice for English, 4	1967
	English, 5	1967
	New Approaches To Language & Composition, 7	1969
	New Approaches To Language & Composition, 8	1969
J. B. Lippincott Co.	The New American Speech, 10-12	1968
Macmillan	Macmillan English Series, Workbook 3,2	1969
	Macmillan English Series, 3	1967
	Macmillan English Series, Workbook 3	1969
	Macmillan English Series, 4	1967

Macmillan	Macmillan English Series, Workbook 4	1969
	Macmillan English Series, 10	
	Macmillan English Series, 11	1964
	Macmillan English Series, 6	1963
	Macmillan English Series, 7	1967
	Macmillan English Series, 8	1967
	Macmillan English Series, 9	1964
	Macmillan English Series, 12	1964
McCormick-Mathers	Building With Your Language, 1-3	1969
	Communicating With Your Language	1969
	About Your Language, 1-3	1969
	Exploring Language, 7-9	1969
	Gaining Ideas in Language, 7-9	1969
	New Dimensions in English, 10-12	1967
	New Dimensions in English 1, 10-12	1968
	Finding Out About Language, 10-12	1969
McGraw-Hill	Mastering Spoken English, 7-9	1965
	American English Today, 9	1970

McGraw-Hill	Advanced English Exercises, 10-12	1961
	Modern English Workbook, 10-12	1961
	English Conversation Practice, 10-12	1967
Meredith	English Now, (not indicated but appropriate for grades 4-12)	1970
NCTE	Discovering American Dialects, 7-9, 10-12	1967
Philadelphia Public Schools	Speech Improvement-Middle Schools, 7-9	1967
	Speech Improvement-Upper Schools, 10-12	1968
Prentice-Hall	New Ways In English, 7-9	1968
Singer	Enjoying English, 7	1966
	Enjoying English, 8	1966
	Enjoying English, 9	1966
	Enjoying English, 10	1966
	Enjoying English, 11	1966
	Enjoying English, 12	1966
University of Georgia	Unit I: Teaching Standard English Features, 1-3	1969
	Unit II: Teaching the Singular Copula/Plural Marker, 1-3	1969
University of Wisconsin	Standard English Exercises for Urban Blacks	
Webster/McGraw Hill	American English Today, 8	1970
	American English Today, 10	1970
	American English Today, 11	1970

Webster/McGraw Hill American English Today,
12 1970